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ABSTRACT

Designed for students who produce newspapers and newsmagazines in junior high, middle, and elementary schools, this booklet is both a scorebook and a fundamentals text. The scorebook provides realistic criteria for judging publication excellence at these educational levels. All the basics for good publications are included in the text of the fundamentals sections. Topics covered include writing features, editorial coverage, sports coverage, photography, writing the news story, opinion pages, headlines, cutlines (captions) for photographs, page makeup, typography, illustrations, advertising, special considerations, suggestions for duplicated publications, and tips on using graphics in mimeographed papers. Also provided are a list of newspaper terms and a guide to references on the discussed topics. (RL)

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BASIC PUBLICATION FUNDAMENTALS

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An Introduction to Basic PUBLICATION FUNDAMENTALS

CSPA's new publication is both a scorebook and fundamentals text for students who produce newspapers and news-magazines in Junior High, Middle, and Elementary schools. CSPA is a national organization which has always rendered service to this segment of the publications field.

In recent years requests have poured in from advisers and workshop directors for a scorebook and fundamentals text which would be applicable to publications from this area, since circumstances surrounding publication production in Junior High/Middle/Elementary schools are quite different from those of high schools and colleges. Minimal budgets, lack of classroom time and/or space, a much younger staff, pressure to incorporate literary and art material in the newspaper or news-magazine are some of the factors that make it difficult for these schools to produce a good publication. CSPA, firm in the belief that all journalism can and will profit by setting standards for those who are in the initial years of a journalism program/publication, will continue to serve this segment of journalism. CSPA strongly supports those who believe that newspapers and news-magazines from Junior High/Middle/Elementary Schools can reach and serve their audiences and at the same time can be outstanding publications.

The new scorebook is a realistic criterion for publication excellence at this level. All of the basics for a good publication are included in the text of the fundamentals section. The scorebook sets challenging but realistic standards which the top rated publications in this field have established during the past decade.

The critique and the fundamentals for newspapers and news-magazines include printed and duplicated publications, since the guidelines are the same. There is no difference on the emphasis of excellence in writing for either type. Make-up guidelines can be used for evaluating each type, whether duplicated or printed. There is a special section which offers specific help for producing a duplicated publication.

CSPA believes that any staff which expends the time and effort to produce a newspaper or news-magazine should strive to produce one which will be journalistic and at the same time, will serve its audience satisfactorily.

Charles R. O'Malley
Director, Columbia
Scholastic Press
Association

About the Editor and the Contributors

Initial copy for the Fundamentals text and guidelines for the critique were written by Charles E. Savedge, President of Columbia Scholastic Press Advisers Association, Headmaster of Augusta Military Academy and publications director. He is the director of the yearbook workshop at Ball State University and teaches in a number of workshops during the summer.

Review of the manuscript and helpful suggestions for changes came from Helen M-E. McCarthy, past CSPAA president, Prof. James F. Paschal, editor of the CSPAA **Bulletin**, executive director of Future Journalists of America and faculty member at the University of Oklahoma, Eric Levi, publications adviser, Bildersee Junior High School, No. 68, Brooklyn, N.Y., Linda Mott, adviser, Putnam City Western Oaks Junior High School, Oklahoma City, Jerome Smiley, publications adviser, Stanforth Junior High School, Elmont, N.Y., Prof. Alfred Borrello, Kingsborough Community College, Brooklyn, N.Y., and Richard J. Fitz, Halifax County High School, South Boston, Virginia.

The final revision, selection of illustrations, and layout/design were supervised by Mr. Savedge.

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Basic

CSPA Publication Fundamentals

Edited by
Charles E. Savedge
President, Columbia Scholastic
Press Advisers Association

Newspapers — News-Magazines

and

Official CSPA Scorebook

for Junior High Schools, Middle Schools, Elementary Schools

Annual Contest .....

Title ..... 19.....

School .....

Street Address .....

City ..... State ..... Zip .....

TYPE OF SCHOOL

- ☐ Junior High School
  - ☐ Middle School
  - ☐ Intermediate School
  - ☐ Elementary School

CLASSIFICATION

- ☐ Printed Newspaper
- ☐ Duplicated Newspaper
- ☐ Printed News-Magazine
- ☐ Duplicated News-Magazine

NEWSPAPER SUMMARY

		Maximum Score	Your Score
I	Content/Scope	(250)	_____
II	Writing/Editing	(450)	_____
III	Make-up	(200)	_____
IV	Special Considerations	(100)	_____
	Total	(1000)	_____

NEWS-MAGAZINE SUMMARY

		Maximum Score	Your Score
I	Presentation/Scope	(200)	_____
II	Writing/Editing	(400)	_____
III	Make-up	(300)	_____
IV	Special Considerations	(100)	_____
	Total	(1000)	_____

Rating _____

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Basic Newspaper/PUBLICATION FUNDAMENTALS

Words Should Be Combined To Recreate Life Itself

Words should be combined to recreate life itself. The ultimate success of the printed medium is based upon the measure of how well the staff has recreated life for the reader.

The two primary functions of the student produced newspaper are to inform its readership and to serve as a learning laboratory. Its success then should be assessed by the improvement which a staff has made over a period of time in learning how to use **words** and in learning how to produce a newspaper.

Junior high, Middle and Elementary school papers cannot be judged by the same sophisticated standards and guidelines which apply to those by which high school and college newspapers are judged. Basically the same principles apply to every student produced newspaper, however.

Writing for the school newspaper

Too often advisers have neglected to teach staff members **how** to write. Too much emphasis has been placed on a "slick production" and not on the quality of the writing. Attractive display is important, but the way in which words have been combined to satisfy the readership of a student newspaper remains one of the two primary objectives.

Staff members and advisers should realize that the name **newspaper** is something of a misnomer today — even for daily commercial newspapers. The weekly calendar of events, the daily information sheet, the PA system with its daily and/or hourly announcements and the electronic media, television and radio, have changed the role of school and community newspapers.

News Reporting

Student newspapers in Junior high/Middle/Elementary schools generally do not appear weekly and certainly not daily. However, news stories can be written as the "on-the-spot" news event, the anticipated or "futures" story, and/or the "follow-up" news story.

Daily newspapers thrive on spot news reports. Most staffs, however, will be unable to leave a lead-story spot open until the deadline day in hopes that the science lab might have an explosion, or that some less catastrophic event might occur. The primary qualification of a good news story is that it interests a large number of people. A burglary may be covered as a news item even though the news will be stale, if the staff covers the event from an unusual angle.

"Futures" stories require inquisitive, alert reporters who keep abreast of major events on their beats. Moreover, new approaches to "futures" stories can create a greater interest among the readers.

"Follow-up" news stories continue the coverage which was started in previous editions. These can cover a wide range of subjects which interest the readers.

News reports can cover more than events. They can be concerned with plans, issues or ideas.

Factors in news judgement which should be considered are the following:

1. The importance or significance
2. The prominence
3. The proximity — nearness to the school and/or the students
4. Timeliness
5. Reader identification

News sources require that reporters search for news, that they are alert to developments, and that they know what events/plans/issues will have the greatest interest for the largest numbers of readers.

1. All school events — elections, assemblies, parties, celebrations, drama/choir presentations.
2. Academic activities — unusual field trips, class projects, unusual topics or new approaches to the study of topics.
3. Visits from persons outstanding in government, sports, arts, TV, or civic projects.
4. Competitive events — speech, debate, music, art, fairs, etc.
5. Outstanding performances of students away from school — soap box derby, kick/punt/throw contests, scouting, recitals, even "self-employment programs.
6. Special days, weeks, holidays, anniversaries — National Newspaper Week, Book Fair, United Fund, Halloween, Thanksgiving, Christmas, etc.
7. Issues pertinent to students at their schools — ecology, UNICEF marches, March of Dimes campaigns, free lunch programs, use of certain texts, girls on former all-boy teams.
8. Recent alumni who have become outstanding in their new schools.
9. Student activities within the community and churches.
10. The school board when action taken will affect students at **this** school. Because of his position and knowledge, the principal is a primary news source. Teachers make news and are news. The principal and teachers should provide a steady "beat" for reporters, especially for "futures."

Secondary news sources, depending on the "action," may be valuable:

1. School clubs/groups, student council, yearbook, newspaper, magazine
2. Parent booster groups
3. Faculty action

CSPA Newspaper Critique

A√+ indicates superior work; a √ indicates good work; a √— indicates that more work is needed; an X indicates that a real weakness is shown; NA indicates that the question does not apply for this publication. An underline indicates the area of weakness.

Part I Content/Scope: 250 points

1. **News Stories:**

News potential of the school is well developed within time limits between issues _____ News, sports, editorial, interpretive features have been included to extent possible _____ Academic area, administration, faculty have not been ignored _____ Achieves balance and perspective _____.

65 points _____

Judge's comments and constructive criticism:

Feature Articles

Feature articles have been called the backbone of the newspaper's content. A feature article is that story or article which is written in a semi-news manner, halfway between a straight news story and an essay. It may be based on heart-interest or head-interest subjects. The feature story may supplement news and athletic stories found elsewhere in the newspaper.

Feature stories may focus on people and on their interests, but they should be timely. Pets are always interesting to students at this level. Advanced journalists might sneer at this coverage, but it can be a prime feature article in Junior high and Elementary school publications.

Science experiments may intrigue readers in Primary and Junior high schools. There are also the drummers, the dance artists, embryonic engineers, artists and future winners of Betty Crocker awards who deserve feature presentation.

Any area which is interesting to young people in this age group can be featured on the pages of their school's newspaper.

There are other feature areas which deserve coverage:

1. Interpretive feature — an issue of interest to the students may be probed, giving all sides, explaining, clarifying and possibly offering solutions. (Candy sales in the cafeteria, soft drinks in machines — these may be an innovation, or they may have been eliminated. A good feature may be timely.)
2. Historical feature — this will be especially important during the Bicentennial years which stretch from 1976 to 1989 (the two hundredth anniversary of the adoption of the Constitu-

tion). A feature on a statue in a playground or park, a feature about the home of a famous early American in the locale of the school, or even a superstition about a home or locale can be a fun-feature.

3. An unusual experience — both narrative and descriptive features may be used. This feature aspect is boundless with potential.
4. Seasonal feature — a probe into thoughts, traditions or unusual angles about Halloween, Thanksgiving, Black History Week, Christmas, Hanukkah and others.

Overlooked feature possibilities include new additions and changes in the library, cafeteria topics — including specifics about apparent likes and dislikes of the students and building-plan articles. The people concerned in these areas can always furnish a staff with material about changes, unusual eating habits, or plans for different uses/modifications of the buildings. Staffs should avoid trite/over-worked features such as "new teacher," "new courses," "new students," unless they are presented in different and/or unusual or "fresh" angles. Staffs should check back-issues of their publications for the last five years and draw up lists of subjects which have been so overworked that they should be avoided.

Long range planning is essential if a feature is to be designed well. It may take one, two, or even more months to write. The publication timing is vital. While a "Plans for Summer" feature might fall flat in February, it might be news worthy in late May. Every feature should be planned so that it will break when peak interest will be keenest.

---

2. **Features:**
Features potential adequately explored for specific audience _____ Features include classroom activities _____ Other opinion material included _____ Where possible, review of books, movies, TV are included _____ Personalities _____ Gossip columns omitted _____ Creative material is varied _____ Features use interesting and imaginative leads _____ Include a variety of facts _____.

60 points _____

Judge's comments and constructive criticism:

Editorials/Editorial Page

The editorial may rightfully be called "the thermometer designed to take the temperature of student thought" in a school. This is the place where students can show their concern about their educational environment and their activities. Here they can influence the students in their schools by suggesting stands and action.

The editorial itself must be carefully thought out. Readers do not like sermons, preachments, constant criticism, trite "rah-rah" material (school spirit, clean up the cafeteria, support your team, cheerleaders, student council) and constant false praise.

Editorials can be humorous. Forced humor seldom succeeds, but when a topic demands, humor should not be neglected. Writers should be cautioned that humor should be "poked at" **situations,** never at people.

Too often editorials of genuine, deserved praise are omitted in student newspapers, but students like praise and the editorial is a fine place to use this approach. Results of community campaigns in which students participated, school board action which will improve conditions at the school and actions of the principal to make the school learning situation more enjoyable deserve words of commendation.

Editors need to have a range of topics to consider for possible treatment. Timely topics are more effective than general ones such as school spirit, sportsmanship, intolerance, behavior and good citizenship.

Certainly material on subjects normally regarded as outside the school community should be considered. These topics should affect the majority of the students, but they should be used only if the majority of the students like this kind of coverage. Pollution, energy crisis topics, recession, TV or not TV, and others may fit into this category.

---

3. **Opinion Pages:**

Editorial material reflects basic policy _____ Shows careful research _____ Logical development _____ Deals with a wide range of school subjects _____ Creates a strong voice in school problems _____ Editorials avoid cliches and overworked phrases _____ Editorials are not "sermons" _____ Letters-to-the-editor contribute to the scope _____ Other opinion material included _____.

50 points _____

Judge's comments and constructive criticism:

Sports Coverage

Sports pages should feature:

1. **Advance — "futures" — stories:** These should build enthusiasm about forthcoming games. Contrast record of school team with rival's. Interview coaches and captains (and possibly players) of both teams. Contrast tones of these groups. This can help whip up support for the team in the forthcoming game.
2. **Game coverage:** Sports fans usually know the results of past games. Therefore a play-by-play account is not necessary. Write an exciting story about the winning play. Cite highlights of the game (written so that the reader feels that he is "seeing" the action). Give interesting facts (yards gained on the ground, in the air, a record-breaking high jump, an unusual hole-in-one). Do not fail to cite outstanding plays of the opponents. When an unexpected loss occurs or a dismal season is developing, do not make excuses or offer apologies.

   Remember to use third person. Never use "Our boys played well, but the referees weren't seeing well" or some other such rationalization which contains editorial adjectives. Brief coverage of past games is preferred to long columns which act as fillers. Short sports stories with only the result and no details should be avoided, however. Quotes from the coaches/players can enliven any report if the quotes are not trite or filled with cliches and apologies or improperly attributed. Remember that a paper may not appear for a month after a game was played. Do not waste space on too many past contests.
3. **Columns:** By-lined sports columns can be chatty. The columnist can use names, background information, predictions, locker-room items. Personal comment is allowed, but no sports column should be a collection of fillers. Individual athletes may be singled out for recognition. Even an essay may be used to take a stand on a sports issue.
4. **Personalized sports:** Normally in any school fewer than 20% of the total school enrollment is involved in an athletic program. However, there is the athletic story of the other 80% who may be sports enthusiasts.

   Skateboarding, horseback riding, ice and roller skating, bowling, tennis, golf, swimming, fishing, badminton, sledding, gymnastics, hunting, bicycling, soap box derby entrants, model race car builders, boating, jogging, running, surfing, skiing, hiking and camping are interests to be explored.

   These can furnish any newspaper staff with material enough to cover the sports scene even if the school has no organized interschool sports program. Even in schools with highly developed and organized sports programs, individualized, personalized sports should be included.
5. **Interviews:** Interviews with players, coaches, alumni and teachers can be incorporated into any of the above features or used as separate features if the interviews merit such treatment.
6. **Sports Features:** These may cover new sports programs, trends toward co-ed teams, superstitions, trophies that the school's teams and players have won, outstanding athletes either in organized or personalized sports, coaches, trainers, water boys, famous alumni, training programs, history of teams and rivalries. These are just a few possibilities.
7. **Gym classes:** Alert reporters can keep track of unusual or humorous happenings in the regularly scheduled gym classes. In fact, columns can be built from this source.

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4. **Sports:***

   Sports Coverage — Potential developed _____ Includes major, minor, co-ed, varsity, JV, girls' sports _____ Sports column, feature material, human interest stories _____ "Futures" stories well covered _____ Past game coverage is not overemphasized; does not use play-by-play technique _____ (If no sports program is available, personalized sports have been covered _____).

* may be assigned to Part IV, Special Considerations, according to school's program or policy.

35 points _____

Judge's comments and constructive criticism:

Photography

It is completely understandable that staffs on the Junior high/Middle/Elementary school level have a difficult time in securing good action photographs. Yet, the item which can make the newspaper more dynamic and dramatic to the students is the use of good photographs.

Four technical considerations should be given to the selection of photographs to be used: 1. The picture should be sharp in detail. 2. The picture should have good tonal qualities from whites to shades of gray and crisp blacks. 3. There should be a center of action. 4. No photo should be used which is "fuzzy" in focus.

Action photos are far better for use than posed pictures and/or group shots. Of course, ever so often a group picture must be used and it should follow the same technical guidelines. Group shots should have all waste space removed — e.g. crop out all foreground material (indeed, crop to the waist of those on the front row) and all background material (crop to the top of the heads of those on the back row). Group and posed photographs should not be used as large pictures on a page. This should be reserved for action shots.

Action shots should show planning. The photographer should view the scene from unusual angles. There should be an attempt at framing the picture (using branches of trees, doorways, even buildings) to add depth and dimension. Athletic action shots must be anticipated. Classroom shots can show "action" by focusing on students who are doing something. Informal portraits can have a high interest value if the photographer studies his subject and captures expressions which typify the person.

---

5. **Photography:**

Photography is used to enhance news coverage _____ Reflects planning _____ Is varied in action and features _____ Action pictures predominate _____ Quality is satisfactory _____.

25 points _____

Judge's comments and constructive criticism:

6. **Special Considerations:**

Cartoons, art, other graphic material have been used to brighten content _____ Amplify content _____ Quality merits inclusion _____.

15 points _____

Judge's comments and constructive criticism:

GRAPHIC DESIGN has become a vital feature of metropolitan newspapers. Note the boxed feature supplementing the main story which is presented "in-depth."

Section F
Perspective

The Coliseum
$60,000
1975

The Arena
Motorcycle & TV's
1966

12 World-Class Tennis Players
Tournament Developed in Decade

Key for Future:
Single Sponsor

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ARTS AND LEISURE section of **The New York Times** utilizes modules and a horizontal make-up. Type is unjustified in the Stage View module.

The New York Times
ARTS AND LEISURE
2

How the Gosh-darn Networks Edit the Heck Out of Movies

'SON OF A BUCK!'

(SNIP!)

Albee: I Write To Declutter My Mind

Why Congress Said No To the Film Institute

STAGE VIEW

An Agreeable Evening With H. L. Mencken

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Part I Content/Scope: 250 maximum

1.	News stories	(65)	_____
2.	Features	(60)	_____
3.	Opinion Pages	(50)	_____
4.	Sports*	(35)	_____
5.	Photography	(25)	_____
6.	Special Considerations	(15)	_____
	Total	(250)	_____

*** Credit may be assigned to Part IV, Special Considerations, according to school's program or policy.**

Writing the News Story

News stories for years have followed a style pattern called the "inverted pyramid." This means that the lead, the opening sentence or paragraph, features all the five W's and the H. Details follow in one or two paragraphs. Then comes related material. Next may be a human interest angle. Less important facts, those which may be left out to satisfy space requirements, follow, and then the ending, which can be cut from the story without harming it.

Writers must know the five W's: why, what, who, when, where and the H: how.

School news writers do not have to follow this pattern rigidly. Certainly the most important angle should be presented first (in the lead). This may be the "why" of the story in order to attract reader attention. Each paragraph might feature one of the remaining W's and/or the H. The closing should be just as interesting and vital to the story as the lead. Writers, therefore, are now compiling their material and fitting it in a definite space. They are trying to hold reader attention throughout the entire story.

Each news story may feature an entirely different approach. In outlining the article which will be written, the reporter should search for a new angle.

Most newspapers insist that news reports be without opinion or bias. News reporting presents facts. When an opinion is printed, it is labeled clearly as a news analysis or interpretation.

Growing numbers of writers today believe that the reporting of news alone, the bare facts, is not enough. These writers are called "advocacy journalists." (See the school pamphlet "Reporters on Reporting," **The Washington Post,** 1974, School Service.) Staffs should decide the approach which is most appropriate for their audience, the straight news report with inverted pyramid, the new news report with a feature angle in the lead, or the news report with more than facts — the advocacy news report.

Regardless of the style used, good news writing should be easily read, never confusing to the reader. He wants to learn quickly what is happening.

To make news stories easy to read, keep them short, uncomplicated. Use short sentences (averaging about 20 words) and short paragraphs (averaging five or six lines). It is better to use short words which the readers know than long ones which confuse him and impress only the writer.

Writing the news story requires work. Rewriting the article ten or more times may not be unusual in order to simplify, clarify and organize the material more thoroughly and interestingly. The lead is important in all stories. Writers should attempt to capture the reader's attention with the first few words. Vary the leads in each of the news stories which are used. Writers must write news stories in the third person and in active voice.

Beginning writers seem to have several pitfalls in the use of some words. Beginners are spotted from their use of many, very, few, some, interesting, nice, grand, little, rather, under the direction of, "ing" words — dancing, running, flying, writing, trying, etc. — the name of the school, group, sport, team, dates (on March 10, on Tuesday, next Friday, on December 25) and proper name leads. Writers should also avoid "the," "a" and "an" leads.

Modifiers are mini-editorials. Adjectives and adverbs are writer comments and should be dropped, except in advocacy news reporting.

Readers from outside the school may not recognize errors which creep into writing which appears in the school newspaper. Students and faculty, however, are concerned with the apparent lack of research which results in stories with incorrect facts, dates, or statistics, and with misspelled names and incorrect quotes. Research and accuracy cannot be overstressed.

Writers must learn to be specific and thorough. Spelling of names, the exact number of people who attended an event, the statistics on how many free lunches are dispensed daily require research and accuracy. When an important statement is quoted, indicate the authority, and check for the accuracy of the statement within the context of the entire statement. The practice of citing authority or indicating the source can help the writer to maintain an objective point of view. It is also a protection against complaints at the source.

Common weaknesses of student reporters in writing news stories most frequently occur in:

1. Wrong use of person. Never use first or second person.
2. Poor organization.
3. Uninteresting organization.
   a. "minutes-of-the-meeting" style
   b. chronological order (rather than emphatic order)
4. Incomplete and/or inaccurate information.
5. Unverified statements.
6. Use of editorial adjectives or adverbs.
7. Lack of timeliness — the story is so old that it is stale in terms of its publication date. (Emphasis on the human interest angle can revitalize news stories which have lost their timeliness. These news stories can be brightened and rendered important by featuring a human interest angle.)
8. Wrong verb in attribution. Use "said" if this is true. Do not strain to use exclaimed, yelled, proclaimed or whispered.

Style consistency is vital for all reporting. Every staff member should be furnished with a style book.

Errors in writing can be corrected:

Incorrect	Correct
Coach Smith is	Coach Will Smith is
Mrs. Jones is the sponsor of	Mrs. Virginia Jones, sixth grade media-arts instructor, sponsors . . .
He had his leg broken	Dave Stedwell broke his leg.
The effect was great.	The effect of the win was the championship of the district.
According to Mrs. Brown	According to the report, Mrs. Betty Brown concluded . . .
He was different than his friend.	He was different from his friend.

Identify all persons by using the appositive — Steve Beach, student council president; Mr. George Schultz, principal; Bob Lacy, pie-eating champion. Notice that all faculty members should be identified by first names (or initials) and last names and by the use of titles.

Writers should avoid the use of cliches:

tried and true	last but not least
true blue	easier said than done
vim, vigor and vitality	pure and simple
slippery as an eel	fresh as a daisy
white as snow	happy as a lark

(Each staff should make up its own list of cliches and "no-no's," posting it in the staff room.)

Additional style guidelines may be found in style books.

Writing good news stories takes practice, and it takes work. Advisers must discipline staffs who are beginning their journalism careers so that they realize that responsibility and accuracy should be their by-words.

News Leads

1. Lead should play up most important or interesting angle or element in the opening phrase of the first sentence.
2. Generally a summary is better than a quotation, which often is unimportant.
3. Leads should be brief, usually 20 to 35 words.
4. Leads should vary in form and emphasis. But don't bury the news just to get a different grammatical beginning.
5. **Why** and **how** can be lead material but usually take more words to be developed. Summary of **who** did **what, when** and **where** often is also effective for summarizing the facts.
6. Leads should sparkle with brightness, reader interest.
7. Avoid backing into the lead by beginning with **when** or some other less important element: "On Tuesday, Feb. 22, the drama club . . ." "In the space between the annex building and parking lot 2 there will be built . . ." Start with **news.**
8. Start with **news,** not news source: "Coach John Richmond said . . ." "Principal . . ."

Other Leads

1. Avoid straining for effect in feature and sports leads.
2. In sports leads, give highlights of game and final score.
3. Two or more games may be wrapped up in a summary lead. Lead may open with tonight's or tomorrow night's game.

Part II Writing and Editing: 450 points

A. **Writing and Reporting:**

1. **General:**
   Language and style is appropriate for the subject _____ "Date" openers avoided _____ Appropriate for the purpose _____ Lead openings varied _____ Name of school and other label openers seldom used _____.

50 points _____

Judge's comments and constructive criticism:

2. **News stories:**

Well written _____ Most significant or interesting factors presented in the lead _____ Material organized in order of importance, interest _____ Authority cited _____ Third person used exclusively _____ News is timely _____ Correct attribution _____ News fairly and objectively related _____ Writers' comments avoided (unless by-lined) _____ Past events handled with a "news feature" angle _____ "Futures" stories anticipated, announced _____.

90 points _____

Judge's comments and constructive criticism:

Violence: No Cure

Terry, a seventeen-year-old at Gables High, was playing pool down the street from his Coconut Grove home.

He won the first three games and practically all of his opponent's money. When his so-called friend demanded a quarter, Terry flatly refused. He knew he had won the money honestly and fairly.

Before he could defend himself any more, his friend had jabbed him in his right eye, totally ripping all the muscles and tissue.

I met Terry when I was working as a volunteer in the Emergency Room at Mercy Hospital. He was suffering from shock, loss of blood, and a ruptured right eye.

Surgery could not be performed right away because the doctors were not sure if the eye could be saved. So Terry had his first overnight stay at any hospital.

His mother had a cot brought in his room so she could be with him all the time.

Well, a week passed as the doctors finally made their decisions. Terry's eye had to be removed and replaced with a glass one.

During the time Terry had been in the hospital, I got to know him quite well. He was a very bright boy with exquisite taste and a real talker! So, knowing him like I did, I got the job of telling him of the removal of his eye.

He accepted it quite maturely and was glad he would get it all over with.

I went to court with him the following day on a pass from the hospital. The boy who assaulted him was sent to a state school for two years.

Terry doesn't agree with a lot of the reform rules in the jails today, but he is sure this boy will learn his lesson.

No act of violence can be justified. Not in any court or any school. Violence is something there is no cure for.

The Ponce Rambler
Denise Fannon
Ponce deLeon Junior High School

Guidelines for Feature Writing

1. Feature writing is more polished, more carefully worded than news reporting.
2. Rich description is a characteristic of feature writing.
3. Details should be stressed, but not overstressed.
4. Leads are more varied and creative than in straight news reporting.
5. Use of third person is preferred, but first person approach may be used in some personal narratives. A by-line is necessary. Second person (you) should be avoided.
6. Chronological order is usually not used in feature writing
   a. The suspense factor may be used.
   b. The "what" or "why" may be used in the lead, but all other members of the 5 W's and H should appear in the article.
7. Headlines may be clever. A "magazine" approach to headlines may be used as attention-getters. See magazines for current examples.

Feature writing demands more research and more interviewing than the regular news story.

Interviews

Writers must also be acquainted with good interview techniques:

1. Learn the background of the person being interviewed. Have an idea about what more should be learned directly from the person during the interview.
2. Plan the interview and questions in advance. If the person interviewed begins to talk freely, then listen, take notes, and check to see that the best story potential is emerging as the interview progresses.
3. Make an appointment in advance. Be courteous; be polite; be friendly.
4. Do not ask questions which can be answered with "yes" or "no." Frame questions to contain the "why" and the "how."
5. Include direct quotations. Check the quotation with the person being interviewed.
6. Direct the interview, asking questions with thoroughness — "What are you attempting to accomplish?" "What difficulties do you forsee?" "What is the best solution to the problem?"
7. Outline the interview as soon as possible after its completion.
8. Select the most unusual or interesting angle and develop it for the lead.
9. The body of the feature must be just as important as the opening lead. The closing should also stand out as importantly as the lead.
10. Use summary paragraphs; incorporate direct quotes which say something. Include some indirect quotations for variety.
11. Select words which will add color and life to the article.
12. Use care when using words of attribution. Statements such as "he explained," "she yelled," "she fumed" may be editorials. A simple "he said" or "she stated" may be just as effective and correct.

The interview may be incorporated into a feature story; it may be a separate feature itself, or it may be used with a news story.

Still, there are other areas which can be used as feature material in the Junior high/Middle/Elementary school newspaper: the short short story, an infrequent review, poetry, essays, satire and other forms of imaginative writing. Even student cartoons should be considered in this category.

Feature stories can transform the dull newspaper into an exciting publication. Effective language, good taste, thorough research, innovative organization and originality are basic requirements.

In-Depth Reporting

Depending upon the level of the school and the training of the staff, the in-depth report may be used as a special feature. Whereas the general feature is slanted more towards entertaining the reader, the in-depth feature focuses on educating and informing the reader. There must be depth as well as breadth in this feature. Staff members without having had superior training in writing good straight news stories usually cannot write in-depth features.

The "why" and the "how" are the key points in the majority of in-depth reports. Investigative research is required, for the report goes beyond surfaces and pulls details into a story. The in-depth report analyzes what the facts mean. Writers, therefore, have to use their brains extensively in probing for material which is "literally in-depth." This feature may be beyond most elementary school reporters, but may be used by students who have had actual journalism classes in the Junior high and Middle school.

Reporters may be digging for depth, but terms should be used that people understand. No writer should strain for sensationalism. Staff members should test their audiences and find out what they would **like** to read. Regular brain-storming among staff members is a necessity.

Reporters then must decide on the approach and the angle, and then sources must be considered, for background information is an essential:

1. Research
2. Learn how to use the library
3. Use newspapers from other schools
4. Study and read metropolitan newspapers
5. Talk with the principal, the school board
6. Interview other knowledgeable people

Writing and re-writing, organizing and re-organizing may result in some writers abandoning in-depth reports. But this activity is vital, if the in-depth report is to inform the reader, educate him and retain his interest.

Metropolitan Denver newspapers were amazed in late 1974 to discover that Elementary and Junior high students thoroughly understood the cost of inflation. Students in area schools were asked to submit material, in-depth stories, on inflation and the effect on students. Allowances which had stabilized, candy bars which had increased 100% to 150% and movies which had doubled in cost were facts that emerged in these reports that opened the eyes of professional newspaper people. The "little" people knew the cost of inflation, and they knew how to cover the story in-depth.

The in-depth report may be just what some schools have been needing to use. To spotlight the in-depth report, graphics, unusual type, illustrations and make-up transform usual spreads into unusual ones. Subtle design and good taste should govern any in-depth report presentation. Over-design and sensationalism can kill what may be a well-written in-depth report.

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3. **Features/Interviews/In-depth reports:**

Imaginatively treated _____ Written in colorful style _____ Well organized _____ Essentials included _____ Unneeded details avoided _____ Direct and indirect quotes used well _____ Human interest angle _____ Imagination/originality _____ Variety of features used _____.

80 points _____

Judge's comments and constructive criticism:

Halloween

There once were four witches, with four scary cats. They lived in a cave with five mean bats.

One of the witches said, "Shine up your broomstick! Fix your pointy hat! Grab a bag! Grab a cat! It's Halloween night!

Up in the sky they all flew, thinking about what they must do—frightening the children that walked up the street,—scaring the women right off their feet.

When Halloween was over, they all left the sky, and went back into the cave to cry.

BPES Journal
Kathleen Hughes
Age 9
Brooklyn Park Elementary School

Thanksgiving

Smell the pie, tarts and turkey . . . Grandma's coming, better hurry . . . Aunt Shirley is at the door . . . And little Tommy's on the floor . . . Jacky, wash your hands . . . and Tommy wash your face . . . Don't step on Lizzy . . . You'll dirty her lace . . . Everybody's here, I'll get the turkey, pies and cake . . . You stay here and arrange the plates . . . It's finally over, almost every one's left . . . I hope you know . . . I've done my best.

BPES Journal
Miriam Cohen
Grade 6
Brooklyn Park Elementary School

Writing the Editorial

Editorials should be sincere and thoughtful. The editorial writer should consider himself as a part of the audience in order to avoid the sermon editorial. Certainly, editorials should not have a flowery style laced with generalities and cliches. Above all, facts must be accurate to support the content of the editorial.

Before writing the editorial an outline should be developed. The opening, body and conclusion should be sufficient to state briefly the purpose, to list the points to be developed and to draw conclusions which are clear and convincing. The conclusion may be a challenge, a plea or a summary.

Common weaknesses in student editorial writings include:

1. Using words merely to fill a space.
2. Selection of a trite or dull theme or topic.
3. Sermon attack implying that — "We are the good guys — every thing you do out there is bad."
4. Generalities and sweeping statements.

Remember that editorials should be short, pointed and relevant to the students in the school.

Every newspaper staff should publish its established editorial policy in the first issue of the school year. This should include its accepted Letters-to-the-Editor style requirements. The staff may adopt a slogan that might be displayed under the nameplate or a stand that might be typed under the masthead on the editorial page.

Feed-Back

Readers other than staff members, on the other hand, should have an opportunity to state their views also. The editorial page can be called the "opinion page" which might feature two brief editorials, columns, cartoons, polls and surveys, critical advice and Letters-to-the-editor.

Everyone in the school should realize that he has access to the newspaper through the Letters-to-the-Editor feature. The editorial staff must list requirements for these letters:

1. Requirements about length.
2. Signatures must be required.
3. Statement about what types of letters may be refused (because of language used or incoherence).

Columns

Columns give the newspaper a warm, personal tone. By including readers' names, they make people feel more "at home" in school. The following types of columns might be considered:

News brief columns: Brief reports which do not warrant full news stories such as clubs, organizations and personal achievements may be covered in brief reports.

Topical columns: By-lined columns dealing with personal observations on such items as ecology, school issues and even national issues which may interest the students.

Humor Column: Actual humorous events which occur around school.

The above columns are just a few suggested ones. More are possible, according to audience (reader) demand.

Good taste and suitability are essential. Originality is an asset. The writer should always be natural, never "forcing" material. High quality should be demanded. If writers cannot maintain high standards, omit the column for one or more issues, instead of having to include a weak one.

Columns can/should have a different make-up from the rest of the editorial page. A column may be boxed with a thin rule. Bold faced lead-ins might be considered. It can even be set in a wider column width and/or larger type size.

Cartoons

Cartoons can be used to brighten the opinion pages of the newspaper and reinforce editorials. The cartoon can be serious, humorous, wry or subtle. The student art work should be clean and neat, and the hand-lettering should be first-rate. A humorous cartoon can be used to enliven editorial coverage. Cartoonists must remember that Mickey Mouse characters, Charlie Brown and Doonesbury characters are copyrighted and cannot be used without permission. No staff should use "canned" or professional art work from sources outside the school.

Electives Disappointing

This editorial is directed to the teachers.

The elective classes at Madison are not measuring up to the standards of modern education. To begin with, the course descriptions are no longer that. Rather, they are beginning to look like advertisements in a magazine. Telling of the fun students will have in the class is not a total description of a class. Along with this, many classes are very shallow and present no real challenge to students taking their electives seriously.

There are many things teachers can do to improve their elective courses. They can make the course descriptions describe their courses instead of trying to sell a product.

They should not teach classes that don't have any value, but should instead offer challenging, interesting, and even educational courses.

It is a well-known fact that if classes sound like fun and don't seem to require much work, students are bound to take them. Since many teachers apparently measure the success of a class by the number of students it draws, this in turn makes them feel obligated to teach classes with appeal. If this problem is left alone, we may soon find that all our program consists of is fun and games and not the type of education needed by students.

There is always a place in our curriculum for fun classes, but more attention should be given to the student looking towards college. These students need and want a real challenge from our system and the only people who can give it to them are the teachers.

The Scribe
Madison Junior High School

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4. **Editorials/Opinion pages:**
Subjects avoid triteness _____ Treated with sincerity _____ Factual support for authorities cited _____ Originality _____ Current social problems of student interest at this level used _____ Form and content varied _____ Style of writing varied for reader appeal _____ Editorials are brief, to the point _____ Avoid generalities _____ Letters to the editor given sufficient space _____ Letters reflect student reactions/attitudes _____ Other material included (reviews, columns, surveys) _____.

70 points _____

Judge's comments and constructive criticism:

Sports Writing/Coverage

All guidelines for news writing apply to sports writing, which can be the most colorfully written in the newspaper. Sports stories are detailed and developed.

Beginning sports writers should consult daily metropolitan newspapers and sports magazines to see how professionals write sports stories. Sports slang marks the writer as an amateur. Avoid such cliches as: outclassed but game, roared from behind, under the coaching of (under the direction of), led by Coach . . ., diamondmen, tracksters, cindermen, thinclads, roundballers and others.

Sports writing requires special knowledge and information. Readers are not going to be fooled by a cover-up. Sports coverage can be handled expertly, even by a beginner. Training and effort — that is what it takes.

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5. **Sports Writing:***

News stories well written _____ Name of school/team/nickname avoided as openers in lead _____ Content well organized _____ Uses accepted sports terms _____ Avoids "amateur" jargon _____ Sports columns are well written _____ Add to the overall sports story _____ Sports features are relevant _____ Well written _____ Significant _____ Statistics may be presented for past games _____ Schedules for future _____ Personalized sports stories well handled _____.

* may be assigned to Part IV, Special Considerations, according to school's program or policy.

40 points _____

Judge's comments and constructive criticism:

Disputed Call Stops Faculty Short

Not-So-Fabulous Faculty Loses to Ninth

A disputed call in the seventh inning stopped the faculty short in the middle of a comeback rally and lost them the game to the ninth graders 9-8 in the Faculty-Nine Softball Game held May 30.

Outstanding player of the game was Ken Bauer with a home run, a double, and a single. He also pitched an excellent game. Others were Kevin Burke with two triples and Ken Dyer with three singles. Dyer also scored three times.

In the first two innings the only scoring was one run in the first inning by the faculty. But in the third inning the ninth graders let loose with a six run scoring rally sparked by the bats of Burke, Bauer, Phil Bertole, and Scott Greene.

In the next two innings the ninth graders scored one more run and the faculty scored four runs. This made the score at the end of five innings 7-5, ninth grade.

In the sixth inning ninth grade scored two more runs when Burke tripled in Bauer and Dyer. In that same inning faculty got three runs if its own thanks to clutch hits by Coaches Terry Scott, Raul Regalado, and John Gaball.

A rally was started by the faculty in the seventh inning but they were stopped short when Mr. Mike Stefanko was called out at third on a disputed play. The final score was 9-8 ninth grade over the not-so-Fabulous Faculty.

Star
David Starr Jordan Junior High School

Attracting readers — The Headline

Headlines stand out. They are conspicuous, eye-catchers, but they need to encourage readers to do more than just glance at the headline. The headline summarizes the story. Because of its prominence and importance, it needs to be well-designed both in content and in the type face which is selected for use. Headlines must, of course, conform to space requirements of the layout.

Headlines inform readers of the importance or significance of the stories by the size and weight of the type used. The two main categories of headlines are the summary (informative) headline and the feature (attracter) headline.

The summary headline should include a verb, using present tense except for a future event when an infinitive is used. Forms of the verb "to be" should not be used.

Journalism guidelines strongly suggest that a preposition should be on the same line with its object, that the adjective be on the same line with the noun it modifies and that names which belong together be on the same line.

However, recent headlines in "respected" dailies carried these examples:

Sick Utility In Michigan Seeks Aid of $200-Million

Bidding Is Brisk at Liquidation Auctions

$13 Million Awarded in Local Slaying

Air Force Picks A Fighter With Sales Appeal

Harvard Six Sets Torrid Pace on Ice

Confronting three economic crises

Certainly a better headline could have been written than **'Billy the Kid' done by Ballet Theater.** (Hopefully, it was not "done in.")

Staff members should count the violations which appear in the above headlines, also remembering that the active voice should be used.

Other guidelines which should be followed include these:

1. Use short, positive words.
2. Use single quotes: 'Towering Inferno,' 'I demand action' around titles of movies, plays, books and direct quotes from people.
3. Use comma instead of the word "and."
4. Do not begin with a verb (Begins new program).
5. ALWAYS avoid label headings (Football, Student Council, Yearbook Sales).
6. Omit articles ("a," "and," "the," unless part of a title).
7. Do not use school's name or abbreviation.
8. Use only well-known abbreviations.
9. Do not "pad" a headline to make it fit allotted space.
10. When using two connecting sentences or thoughts, punctuate with the use of the semicolon (;).

A second kind of headline has increased in use and popularity since so many feature articles are being used. The following are "feature heads" which have been used recently:

Try rock climbing; it takes guts, baby
Sudden Terror
Penniless? Here's aid
Clutz: No Klutz with Electronics
Showing its style

Columns, of course, have special standing headlines:

The Ombudsman

Sports' Feats

News Briefs

All for One

Cosmos Factory

Gone Fishing

Because the headline is so important, staff members need to understand its visual or graphic impact. Large type is more effective than small type; one or two lines are usually more effective than three lines. All caps are hard to read. Headlines should be confined to approximately 35 characters and spaces per line (and 50 for the whole head).

Today the flush left headline is more popular than the centered or "exact-count" head. The slanted or staggered headline and the vertical placement of typehead should be avoided:

All Stars
to Play
in Superbowl
(staggered or slanting)

D
i
s
t
a
n
c
e
R
u
n
n
e
r
s
(vertical placement)

The staggered headline is considered "old fashioned." The vertical headline is too hard to read.

Headlines may be set in Up-style in which the first letter of each word is capitalized (except for prepositions) or in Down-style. Down-style has become accepted and more popular for it is "normal." In this style, only the first letter of the first word and proper nouns use the capital. All capital headlines should be avoided, except for BRIEF headlines which the editor wants to use for an effect.

The kicker is still popular. It is a short head above a larger main head. Usually it is one-half the point size of the main head; about 1/3 as long and may be underlined, with or without dots after it. A reverse kicker is twice the size of the main head. It can be effective in design and use.

Headline Type Fitting

Two technical terms used by printers need to be learned by staff members. The pica is a measurement in which 6 picas equal 1 inch. The point is the measure of type vertically. 72 points equal 1 inch. Therefore, 1 pica is 12 points. 36 point type is 1/2 inch (or 3 picas).

Printers have definite types but may be limited in offerings. Each type will have different sizes, slants, italics and/or bold face which may be available. Ask the printer about the characters per pica for each size in the style selected. Staffs should avoid mixing different faces on any page. Features and column headlines may include a different type face, however.

Next comes the counting of type; one system used by many is:

1. Count lower case letters 1 unit (character), except for l, i, f, t, and j — which count 1/2 and m and w which count 1 1/2.
2. All upper case letters count 1 1/2 except for M and W which count 2 units (characters), and I which counts 1.
3. Count 1 unit (character) for punctuation and spaces between words. Punctuation marks count 1/2 except for the ? and the dash which count 1.

Measure the width which will define the headline. If it is 30 picas, see if the following headline will fit; using a headline type which has a character per pica count of .9:

Parents vote 'No' on bond issue

The characters allowed are 27, but the count is 30. It will not fit.

Voters say 'No' to bond issue

The count is exactly 27 and it will fit.

Staff members should decide on the official headline schedule, memorizing the character per pica count for each point size, knowing the pica widths of columns used. 18 point to about 54 point type might be used for headlines in the student paper. 18 point type should be confined to one column and two column heads, and 54 point for a newsworthy story used over a four or five column width.

Summarizing Headlines

Functions

1. Appeal to reader interest and help the reader find what he wants to read.
2. Tell the news — the gist of the story — to the reader of headlines alone.
3. Show relative importance or significance of stories (by size and weight of headline type).
4. Make the newspaper attractive.
5. Give the newspaper character, personality.

Forms

1. Flush left
2. Spread or multi-column
3. Banner or streamer
4. Skyline
5. Kicker
6. Boxed
7. Jump
8. Label

Basic Rules for Writing Heads

1. Include a verb in each headline.
2. Use forceful, dynamic verbs.
3. Avoid using a form of the verb "to be" if a more suitable verb can be used.
4. Use present tense for past events: Mary Scott wins 10 awards
5. Use an infinitive to tell of future events: AMF to grant two $1000 scholarships
6. Keep the auxiliary verb on the same line with the verb.
7. Keep the adjective on the same line with the noun it modifies.
8. Keep the preposition on the same line with its object.
9. Keep names that belong together on the same line.
10. Use active voice.
11. Use short, positive words.
12. Use single quotation marks: StuCo to sponsor return to 'Fabulous Fifties.'
13. Use comma instead of the word "and."
14. Avoid beginning a headline with a verb: Urges locker investigation.
15. Avoid repeating important words in a headline.
16. Don't coin abbreviations. Avoid all but immediately recognizable abbreviations.
17. Avoid using label heads.
18. Don't editorialize in headlines.
19. Omit articles ("a," "an," "the") unless they are part of a title.
20. Don't pad heads with unnecessary words, such as the school name or abbreviation (the entire paper is about your school; no need to put its name in headlines).
21. Feature and depth stories may use feature or magazine heads: "Coughing up a storm over car emissions." "Turkey day owes its start to guzzlers, not gobblers."
22. Never hyphenate words on different lines of the headline.
23. Avoid use of negatives.

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6. **Headlines:**

Headlines quickly summarize story _____ Varied vocabulary _____ Verbs are strong _____ Colorful _____ Proper headlines are well constructed _____ Emphasize an unusual angle _____ All headlines are appropriate to story content _____.

50 points _____

Judge's comments and constructive criticism:

Aggressiveness is winning key

36 point Caslon Bold

Sweet taste turns sour

36 point Caslon Regular

Denim look booms in fashion scene

30 point Cheltenham Extended

VANDALS RUN FREE

60 point Agency Openface Gothic

Ancient art becomes modern pastime

30 point Bodoni

Athletics violate training rules

36 point Garamont

Lunch sales climb despite inflation

36 point Bernhart

55 flunk gym; Voice disapproval

24 point Bookman

Students create their dream house

36 point Bradley

Warriors Walk For Wampum

24 point Bernhart Italics

GOODWYN GRINS AND GRIMACES THROUGH ENERGY CRISIS

18 point Gothic Regular

Headlines from recent Medalist newspapers. Type faces and sizes are used as guides for staffs.

Cutlines for Photographs

Every picture in every daily newspaper (usually) has its own cutlines (captions). Every photo in the school newspaper should also have its own cutlines. Cutline type may be one size larger than body type, and in many newspapers, bold face or a variation of body type is used. A catchline to attract the reader is helpful and should be encouraged:

ROLLING REBOUND. Kansas City goalie Denis H- .on makes a save, but has to reach down to his feet to keep the puck from going into the net.

The National Hockey Association contest was against homestanding Boston. Boston fans were discouraged with the Kansas City win of 3-2.

Note what the cutline does for the picture. The all capital "catchline" has been used to invite the reader to move on. The who, what, where and how have been given. Note that the final score is also necessary for every sports photograph.

Guidelines for Cutlines:

1. Cutlines should not say what is obvious from looking at the picture.
2. Cutlines should not begin with name leads. They are weak and have low interest value to the majority of the readers.
3. Cutlines should not begin with label leads.
4. Verbals, —ing words, should not be overworked.
5. Avoid "during" as a lead.
6. Never use "pictured above."
7. Do not use "left to right" or L.-R. This is not necessary.
8. Do not pad a cutline, but do tell the full story.
9. Do not use a false quote.
10. Avoid use of editorial adjectives.
11. Do not use cute "gag" cutlines or attempts to be "clever."

Cutline Suggestions

1. Cutlines should begin with a catchline — a good lead.
2. Cutlines should be written in present tense, but past tense may also be used. (Note the cutline used earlier).
3. Use colorful verbs. Avoid hold, is, was, says, looks on, etc.
4. Answer all necessary reader questions — why, who, what, where, how and possibly when.
5. When using groups, cutline should begin with FRONT, BOTTOM or TOP row, not Row 1 or First Row. The final row should be designated as TOP or BACK or BOTTOM depending on style used. Help the reader by using all caps (or other type variations) to set row designations apart.

Remember that there are three valid reasons for using cutlines: to inform the reader why the picture has been used; to tell who is in the picture; to point out what the reader may not have noticed.

Other styles of catchlines may be used. Daily metropolitan newspapers are excellent text-books for learning styles and methods of writing good cutlines.

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7. **Cutlines:**

Cutlines are specific _____ Avoid label leads _____ Begin with interest leads _____ Are complete _____ Answer reader questions _____ Prove why the photograph was used _____ Avoid "pictured above," "shown are," "left to right" or "l.-r." _____ Rows in group pictures are clearly designated by type device used _____.

20 points _____

Judge's comments and constructive criticism:

Copy Editing/Proofreading

Copyreading and editing are the final steps in preparation of copy for the printer. All copy that is to be published should be edited by someone other than the writer. This traditional journalistic practice applies to by-lined columns and editorials as well as to anonymous, objective news stories. The importance of copyreading and editing is often overlooked.

Editing is an opportunity for someone who was not involved in covering a story to check it for factual accuracy, clarity to the reader, correct style and spelling, proper grammar and effective organization of facts and details.

Editing Check List

1. Insure consistency in style and logic. (Adopt a stylebook, such as CSPA's or devise the staff's own and follow it.)
2. Check correctness of grammar and spelling.
3. Make sure facts in each story are adequate. Fill holes with additional information. Eliminate superfluous facts, phrases, paragraphs.
4. Eliminate unnecessary words, especially adverbs and adjectives.
5. Check grammatical mechanics. Make sure verbs agree with subjects.
6. Make sure identification is adequate so every name becomes a person to the reader: Mary Jones, cheerleader; Bill Smith, homeroom 10A; Don Meredith, quarterback; Howard Cosell, public address announcer.
7. Check dates to make sure they are correct.
8. Keep news stories in third person; avoid **we, you, our, your.**
9. Use attribution adequately and correctly. Don't use **exclaimed** if he merely **said** or **whispered.** Be accurate: Don't say **he had an open field** if a tackler was ahead of him.
10. Explain or interpret to the reader wherever necessary; stories should be understandable.
11. Reporter should not mention himself in his story.
12. Guard against libel.

Proofreading

Proofreading is primarily concerned with checking the effectiveness with which the printer and typesetter have followed the copy and layout prepared by the staff. It should serve as a final check on typographical errors and details of printing mechanics. Careful proofreading gives particular attention to the following details: (1) Printing and make-ready imperfections; (2) Unbroken column, alleys or rules; (3) Adherence to headline schedule; (4) Borders on ad boxes; (5) Page numbers and datelines; (6) Cuts and illustrations; (7) Make-Up consistency.

B. **Editing:**

1. **Copy:**
   Spelling is correct _____ Grammar follows accepted rules _____ Correct mechanics of writing _____ Adheres to a style _____ Shows attention to details _____ Editorial adjectives omitted _____ Copy fits space _____.

30 points _____

2. **Headlines:**
   Heads use a definite schedule _____ Counted to fit _____ Attractive _____ Do not tombstone _____.

20 points _____

Judge's comments and constructive criticism:

Part II Writing and Editing: 450 maximum

A. Writing

1. Writing/Reporting	(50)	_____
2. News stories	(90)	_____
3. Features	(80)	_____
4. Editorial/opinion	(70)	_____
5. Sports writing*	(40)	_____
6. Headlines	(50)	_____
7. Cutlines	(20)	_____

B. Editing

1. Copy	(30)	_____
2. Headlines	(20)	_____
Total	(450)	_____

* may be assigned to Part IV, Special Considerations, according to school's program or policy.

Section 450 _____

RENE RUSSO

Jordan Graduate Hits It Big With Modeling Career

Five years ago Rene Russo couldn't walk down the hall at Jordan without being sneered at. Earlier this month Rene returned to be mobbed and jostled by students and teachers trying to catch a glimpse of the newest VOGUE covergirl.

Rene's "Cinderella" story is an interesting one. When at Jordan she was tall thin, and handicapped by a ten-pound body cast for curvature of the spine. Now she has become one of the top models in the fashion world.

Just over a year ago Rene was "discovered" by a local photographer at a Rolling Stones Concert. Later she was introduced to Nina Blanchard, one of the top modeling agents on the west coast.

"I guess Nina liked my style because she sent me right to work on layouts and commercials," Rene explained. "One thing led to another and I guess I finally hit it big, working with the world's top models in New York and then on to this month's VOGUE cover."

In addition to this month's VOGUE cover, her credits also include several commercials, the May issue of VOGUE, and next COSMOPOLITAN cover.

"I wish I would have listened in school," Rene remembers. "Take my Spanish, for example. I had it in junior high and I didn't learn anything. It was my fault; I just wasn't interested. Now I model with a lot of Europeans who all speak two and three different languages and I have trouble with my English sometimes."

Rene graduated from Jordan in 1969. School bored her and she paid very little attention to her teachers. Now she regrets it. "Day after day my lack of education shows and it's embarrassing," she states. "Like one time I was modeling in Mexico with some other models. One night we were playing a game of Charades and I was so stupid I didn't know what I was doing."

While Rene can't re-do her past she hopes to pick up on her lack of education by traveling and meeting people all around the world.

"I hope that kids in school take my education as a bad example. I know it might sound corny, but you should get all the education you can because in the long run it's sure worth it."

Star
Clint Howard and Kyriacos Kyriacou
David Starr Jordan Junior High School

Make-Up

Make-up of a newspaper is its general appearance and can be its "personality." The make-up of the paper should allow the news to be presented so that it can be read quickly. It should give the reader an impression of the relative importance of the stories by the way they have been presented. Careful attention must be given to balance, proportion, variety and contrast.

Two main forms of make-up exist today. The first is the modern or open format and the second is the conventional or closed format. Sizes of Junior high/Middle/Elementary school newspapers vary according to the size offered by the printer and the budget of the school. The full size paper usually does not exceed 15 x 23 3/4 inches and the compact size is usually no smaller than the 8 1/2 x 11 or magazine size. Between these two sizes, variations are numerous, and it becomes almost impossible to say when a compact size begins. The average size seems to be about 10 1/2 x 15 1/2 inches which can be handled either as a full or compact sized paper. In this size the usual format is a five column design of 11 picas each.

The modern or open format separates its columns by alleys of white space. The conventional or closed format uses rules between columns.

The trend today is away from five narrow columns to three narrow ones and one wide one. Some papers may have used a six column design but now use three narrow and two wide columns (or a variation similar to this). Papers using the generous 10 1/2 x 15 3/4 inches size have redesigned the normal eight columns into four narrow and two wide ones. Variation is possible with this size.

Specific names are hard to assign to styles of make-up, but since names seem to help staffs decide on the style which they would like to use, these guidelines may help:

1. Op format — The op format began when a normal eight column newspaper was redesigned so that six wider columns might result. Further changes, however, resulted with the eight column format changed to five columns with wider alleys (inner margins of white space) ranging from 1 pica to 3 picas. Generally 1 pica or 1.5 picas of white alleys give the paper a more polished look. In compact papers three columns or four might be used. For a variation four columns of narrow type at the top (with narrower alleys) might be offset by three wider columns at the bottom. Do not split the page into two equal halves when using this style.

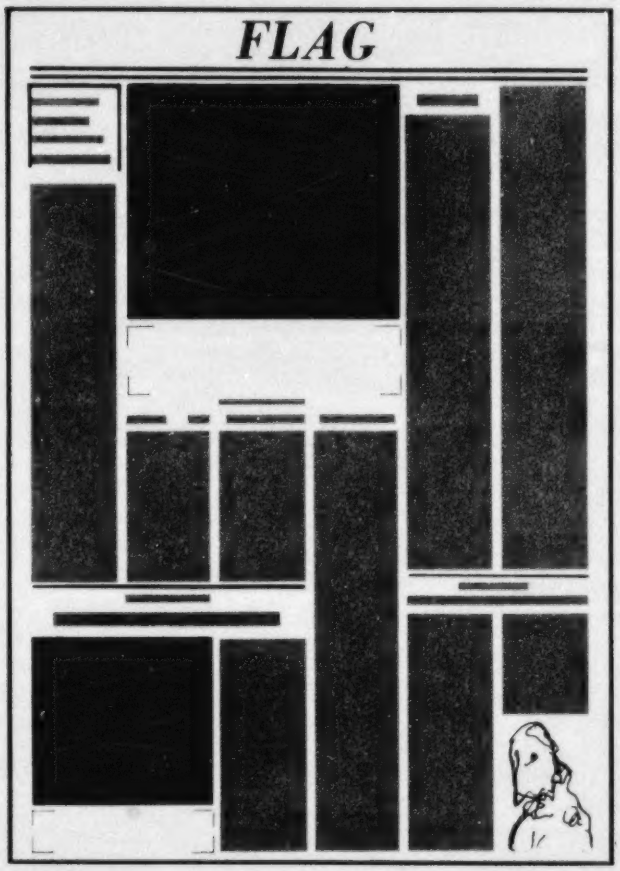
2. Wide column format — The wide column format uses "X" number of columns with a narrow width and one column wider (about a 1 1/2 column width). Therefore a six column paper might be redesigned to have four columns of narrow width and one wide column. Alleys would be wider and the appearance can be inviting and open. Other variations are possible. This opens new pathways for make-up staff members. The compact size paper usually does not lend itself well to this design, but two narrow columns and one wide one can be used effectively.

Op format

Op format

Compact 5 column

Op format



3. Reduced column format — The reduced column format uses a specified number of one and a half column width units along with a two column width unit. A six column paper can be redesigned so that three columns of 1 1/2 unit widths and one double column unit may be used. Alleys may become too wide. Staff members will have to make-up dummy pages to see if this can work for the size paper with which they are working.

4. One-up design transforms a normal eight, seven, six or five column page into wider columns, thereby using one less column than normal. This is similar to the Op-format discussed in number 1. Compact papers have not been able to adopt this style, but there seems to be no valid reason that an enterprising staff cannot do so.

Student newspaper make-up personnel have begun to design pages to flow horizontally. Some papers have used three units per page so that the top unit has a deep design, the middle unit a narrow one, and the lower unit has a compromise between the two. Column widths may vary in order to add distinction to the page.

Seemingly limitless variations are possible when designing a paper horizontally. It is particularly good for a front page or an editorial page. The compact paper can be designed in this manner, but it does not seem to be as effective as a changing top/lower design. When using this design however, the page should never be split into two equal units (or into three equal ones for the larger — full size — papers).

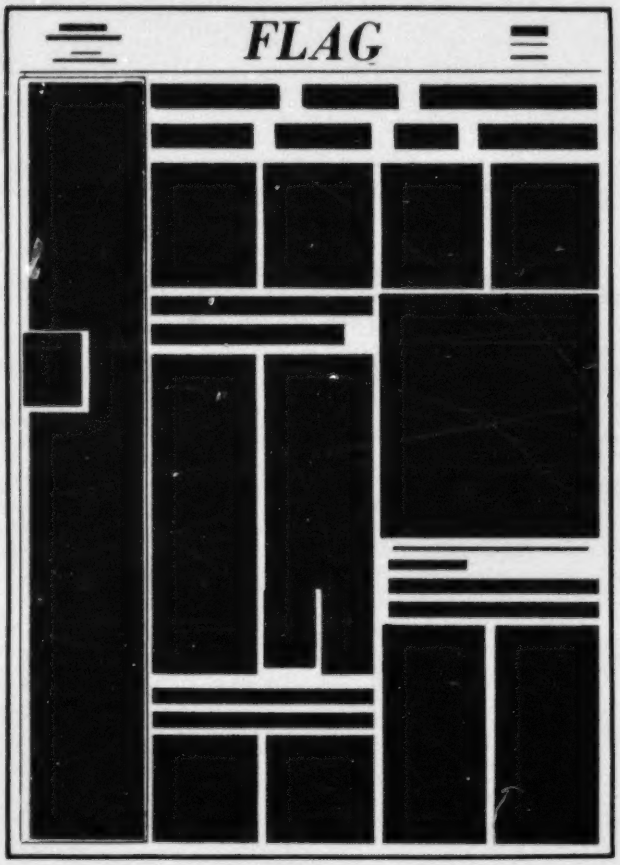
The possibilities for making the paper attractive are unlimited.

Every staff must realize that the planning of the dummy can make the ultimate difference between a well-planned, attractive presentation and a sloppy, unattractive one. Each writer must know the characters per pica for the type used (and characters per line for the column width used). Each person should be able to estimate the amount of copy his story will take. Headlines must fit; body copy, photographs and cutlines must also be considered for total design. Students who are good designers should be encouraged to use thumbnail sketches before using dummy sheets.

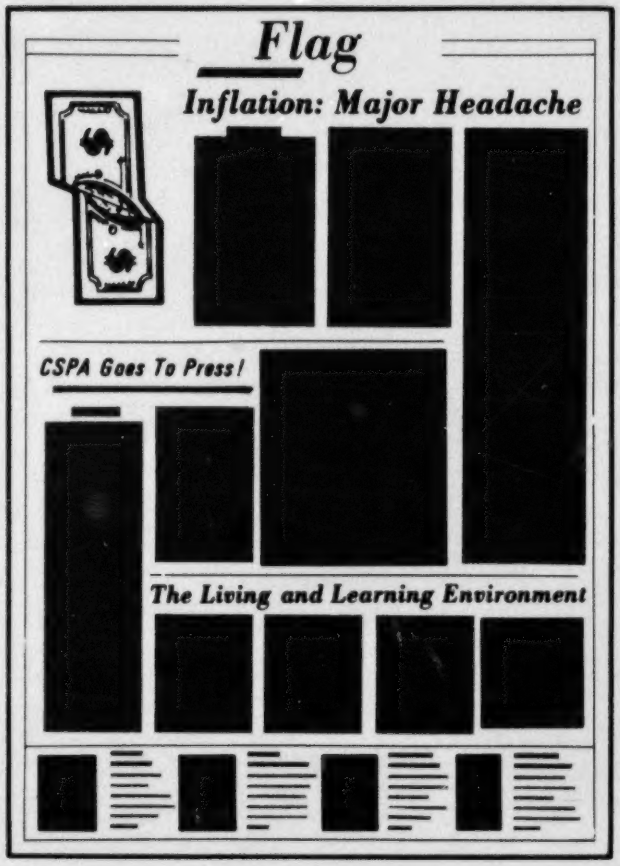
In addition to the above guidelines for column use, the following suggestions can improve the appearance of the paper:

1. Use of good photographs
   a. Large photographs attract attention
   b. Action pictures are better than posed ones
   c. Use of devices for photographs such as screens and cut-outs can be effective

Wide column variation



Horizontal layout



2. Good headline type selection
   a. Use of handlettered headlines should be avoided.
   b. Use of type large enough to attract attention (no smaller than 24 pt. type for compact papers)
   c. Use of change in type sizes and styles (but not faces) on the same page
   d. Use of banner heads, side heads
   e. Use of headlines set flush left
   f. Use of the nameplate in a floating style or position

3. Use of graphic devices
   a. Use of rules, boxes to set off stories
   b. Use of screens, bullets (the large "dot" ●) to set off statistics or to emphasize points in copy

Reader surveys have determined that readers will read a story which is long when set in three columns with a short depth, but may ignore the same story when set in one, long column.

Front Page Considerations

The nameplate evokes a reaction from every reader. Good type is more effective than arty handlettering. Decorated type or art work looks amateurish and should be avoided. The nameplate should include the name of the school, address (including zip code), volume and issue number. The floating nameplate which may cover three, four or five columns is more popular today than the static across-the-top-of-the-page nameplate. Keep the nameplate **small** — in proportion to its importance on the page. The staff is not competing for news-stand sales.

When designing the front page, the make-up staff should know that the reader's eye usually first hits the upper left hand corner and then cuts the spread diagonally, ending on the lower right. The reader should be "captured" by using type, white space, photography or an unusual design in the upper left of the front page.

Subheads, kickers, breaks in the story (with rules setting off a quote or important summary of what follows), column width variations (as discussed earlier) and pictures can make the front page attractive. Combining all elements to give the page balance, variety, contrast and proportion must be considered in unifying the elements into a pleasing design.

Part III Make-up: 200 points

1. **General Appearance:**

   a. **Front Page:**
   Well planned _____ Balanced _____ Pleasing to the eye _____ Stories/illustrations effectively displayed _____Nameplate well designed _____ Location is effective _____ Columns well defined _____ Make-up varies in different issues _____ Balance _____ Proportion _____ Variety _____ Contrast _____.

45 points _____

Judge's comments and constructive criticism:

THE EXPRESS

Survey Shows 18 Percent Of RJHS Students Smoke

3 Boys, 1 Girl Head Council; Take Over For Fall Semester

JUNIOR HIGH papers now feature the wide-column design. Riverton Junior High (Wyoming) uses a floating nameplate (flag) for added effectiveness.

PRIZE-WINNER from Texas adapts the **National Observer** look and incorporates graphics to increase its appeal.

SECOND PAGE of a news-magazine creates an unusual index and features feedback material. Type is particularly effective.

Additional Comments/Suggestions

Opinion Page Make-up

Every page should have a dominant headline to capture the reader. The editorial/opinion page is no exception. News, sports and ads are usually not found on this page.

One of the best devices to help the editorial page is to vary column widths from sizes used elsewhere and to use more massed white space, to use feature headline type and to feature student cartoons (not just black ink against a white background, but cartoons with shadings).

The masthead should be distinctive, but should not take up too much space. It should use a reduced version of the same type used for the nameplate and it should feature the school's name, complete address, zip code, staff positions and names and adviser's name and frequency of publication. Staffs can also include a statement of editorial policy here or in a significant spot on the opinion page.

Opinion polls, Letters-to-the-editor, columns and feature articles can be designed to give the page as much impact as that of the front page.

Photography can add impact to the inside pages. Large pictures are more effective than small ones. Photography can help support an editorial or can be an integral part of a feature story.

b. **Editorial/Opinion pages:**

Make-up clearly differentiates this page from others _____ Masthead well placed and condensed _____ All pertinent data included _____ Make-up varies in succeeding issues _____.

40 points _____

Judge's comments and constructive criticism:

Editorials & Comment

Substandard Subs?

To the students of IS 70, an absent teacher brings to mind only one thought: A free period. The substitute teachers of this school, are often little more than supervisors. They are there to prevent homicides and disfiguration of bulletin boards and desks. Substitutes often give out little "Find the Colors" sheets, which entertain the average class for about 45 seconds. After that, it's a free for all, and the best students can expect is a game of "Hangman."

Of course, not all subs are like that. Mr. Libman, for example, as well as some others, usually has an interesting lesson prepared. A sub doesn't *have* to prepare an extensive lesson. Even just a class discussion can be useful. Also, a sub feels that if it's a science teacher he's replacing, he must teach a lesson on science. So, many teachers strain to teach subjects they know nothing about. Why not a lesson or discussion about some subject that the substitute is familiar with? Current events, for example. Virtually anything would be an improvement on the present state of chaos.

With the budget crisis still affecting us, it is foolish to so flagrantly waste the time of both teachers and students, as well as the funds required to pay nonfunctional substitutes. I urge all subs to take more of an interest in their students, and the administration of this school to see that they do.

The O. Henry Short Story
O. Henry Intermediate School

They Can Do The Job

Lisa Goldberg Stars In 'Molly' on Broadway

A Feeling of Optimism

Lynn Singer Enjoys Israeli Summer Visit

English Elective Program

The New Frontier

OPINION PAGE uses a wide-column format for the editorials. Attractive nameplate contains all of the necessary information. Notice two feature articles on this page.

Sports Page Make-Up

Sports pages should adhere to the principles which have been listed earlier. Also, the sports page should have its own "life" with a feeling of action. Action photographs are a "must" for this page and the larger, the better. Here, too, a good dominant headline can attract readers and help carry the spread.

The sports column, statistics boxes and sports features can add impact to the page. The make-up editor should be certain not to use so many sports briefs that the page becomes a jumble.

Ads may have to appear on the page and can be the pyramid or well-design type. Ads from sporting good dealers, tire dealers, bike dealers and other action-oriented dealers are ideal for this page.

Other pages/Additional Considerations

Formerly the non-specific page(s) became the hodge-podge page(s) with no defined design and with ads in an indefinite pattern. The same rules which apply to the front, opinion and sports pages also apply to any/all extra pages.

Frequently newspapers at this level feature short short stories, art work, essays, poems or other literary-related material. These can be incorporated into page designs with ease if the same rules of design used for regular make-up are used for these specialized items. None of these additional items should be included just for space-fillers. Only literary work of merit should be used. Art work should generally be avoided unless it is superior.

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c. **Other pages:**
Well designed _____ Make-up varies in successive issues _____ Name of paper, date and folios appear on each page _____ Headlines do not tombstone _____ Illustrations used _____.

40 points _____

Judge's comments and constructive criticism:

SPORTS IN-DEPTH is a back page feature of the **Shield.** Coaches, players and managers have been interviewed. Plays of past games have been analyzed, anticipating what may happen this time.

INSIDE SPORTS COVERAGE devotes a full page to a "futures" story on an upcoming game. Good cutlines and outstanding graphics increase the attractiveness of the presentation.

2. **Typography:**

Body type is appropriate for column width _____ Appropriate in face used _____ Effective sizes used _____ Cutline type is effective _____ Headline type is effective _____,

25 points _____

Judge's comments and constructive criticism:

'A sense of responsibility . . .'

The Ursuline Eye

URSULINE ACADEMY, SPRINGFIELD, MASS.

Wednesday, Nov. 27, 1974

Volume 1, No. 1

Christmas bazaar set to go

World hunger essays . . . page 2

Student Government has six committees

296 Reports Issued First Grading Period

THE EXPRESS

Riverton Junior High School Vol. 4, No. 2 Thursday, Oct. 26, 1972

BOMBS - A - WAY to What?

Members Attend Council Retreat

HORIZONTAL FLOW and a floating flag characterize this Medalist Junior High newspaper. Notice the column width-variation at the top of the page.

CONTRAST THIS ILLUSTRATION with the one on page 27. Make-up varies sufficiently to attract the reader, yet it is stable enough to make the reader feel comfortable.

3. **Illustrations:**

Art work if used is well done _____ Handlettering avoided _____ Photographs have good tonal quality _____ Are sharp, in focus _____ Photos are well cropped _____ Action photos predominate _____ Unusual/human interest photos add to content _____ Cartoons, if used, feature shadings _____ Are appropriate _____ Tied to news/editorial matter _____.

25 points _____

Judge's comments and constructive criticism:

Advertising

Instead of complimentary ads, each ad should be written from the reader's viewpoint. It should be in the language of the students and appeal to the reader. This is the place where second person can and should be used. The more personalized the advertising copy, the more it will appeal to the readers:

You're just out of school and hungry.
Well, don't complain. You already
know how a Big Mac tastes with the
special sauce, real hamburger, and
that sesame seed bun . . .
AND NOW THERE'S A
M A C D O N A L D ' S
just one block
from
Jefferson Junior High
So have your money ready
Treat yourself
to a genuine Big Mac

Copy for the same advertiser should change in each successive issue of the paper.

Besides being inviting in the way they are written, ads should be placed on the page so that they compliment the design. Ideally they should be placed next to text material. However, with some small ads, this may be impossible. Daily metropolitan newspapers no longer follow this rule.

New approaches to ads which may be possible for staffs at this level include pictorial advertising, graphic advertising and display advertising. In pictorial advertising students may be used as models in order to sell a product. A cutline should be used to identify the students and to point out the high quality of the product. This might be incorporated into the body copy.

Graphic advertising utilizes the talents of the best art students, especially if the school has a commercial art department. Students should check daily metropolitan newspapers to see how art work and photography are used to sell a specific product (jeans, jackets, boots). When combined with the use of new graphic type, and with proper placement, the ads can be individualized for the advertiser's advantage. (Graphic type is available from local art supply stores in such trade names as Formatt, Chartpak, Zipatone and others. This transfer or rub-off type can be used inexpensively. It helps create a real impact.)

A display ad may use either other of the above techniques listed under graphic advertising. Staffs with staff members of ability should consider the use of one of these techniques.

Placement of advertisements on pages may follow one of two styles: the "pyramid" or the "well." In either case ads should be considered as units to balance the editorial matter.

When using the "pyramid" style, large ads start in the lower left corner and build from there. The ads are built in steps, with the smallest ads on the top of the "pyramid" on the right.

In the "well" arrangement, advertisements should be placed to the outside and across the bottom of the page. Ads can "enclose" the editorial copy in this arrangement (but should not be on the editorial/opinion pages). Large ads are placed at the bottom and across the page, with the smallest ads at the top. The "well" may use only a left or right "arm" of the "well" or both may be used.

When using either type, staffs should enclose the ads in borders. A thin rule is generally the most attractive device. The ads should contrast with the copy units. Staffs should not use the same ads in the same spots in succeeding issues, as a service to the advertiser and as a variety element in page make-up.

The more work the staff puts into developing real advertising, aiming the ad for its audience, the more attractive and the more satisfactory the ad will be for the advertiser and the students. Ads should not be looked upon as mere donations. Hence, complimentary ads should be discouraged. The techniques of selling, designing ads, and designating places in the make-up for them remain vital to the learning process at every level of newspaper journalism.

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4. **Advertising:** (If used; if not, these points will be allocated to Special Considerations)

Layout follows definite style _____ Copywriting shows good advertising techniques _____ Ads well differentiated _____ Complimentary, "Compliments of" ads avoided _____ Ads sell products _____ Ad information is timely _____.

25 points _____

Judge's comments and constructive criticism:

Winter Athletes Receive Awards

150 Science Exhibits Displayed In Fair

Jr. Hi Sends Delegates To Model United Nations

Debaters Aim For Dallas

Pupils Become Teachers On Student Gov't Day

Trips Planned

1st Spring Fair Planned By Student Council

Datebook

What's Happening?

THE BEARD BUGLE

Science Fair Sets Projects

Beard Displays Unique Hobbies

Lincoln Center Offers Program

DATEBOOK and "What's Happening" add to the effectiveness of presentation in this Junior High production. Notice, also, the unusual flag design.

RULES can be used in the formal format to advantage. The dateline in this publication is attractive and complete. Pictures have complete cutlines for an added reader service.

Part III Make-up: 200 maximum

1. General Appearance
   - a. Front Page (45) _____
   - b. Editorial/Opinion pages (40) _____
   - c. Other pages (40) _____
2. Typography (25) _____
3. Illustrations (25) _____
4. Advertising* (25) _____

Total (200) _____

Section score 200 points _____

* (If used; if not these points will be allocated to Part IV, Special Considerations.)

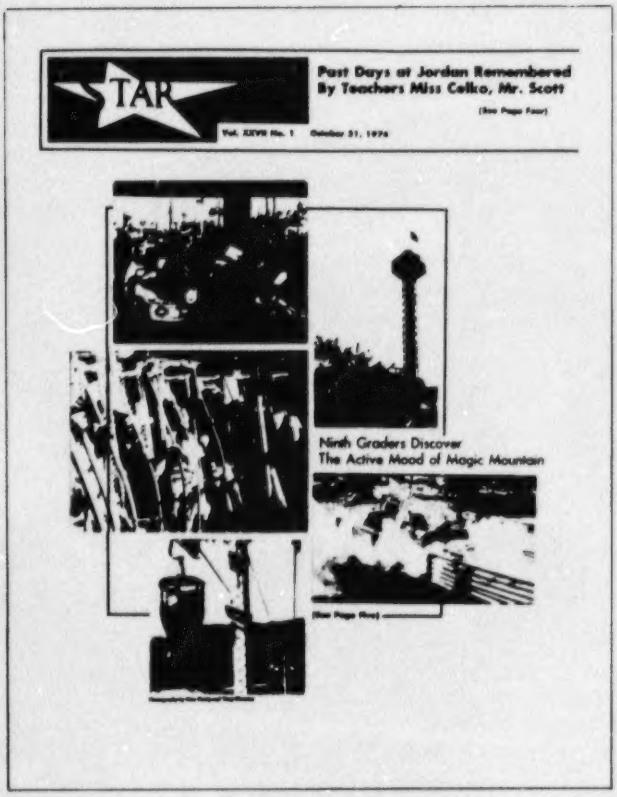
Part IV Special Considerations: 100 points*

Judges view the personality of the paper, the character, individuality, value to the school; age group and students' own special interests; unusual conditions (paste-up work, outstanding art work, use of graphics).

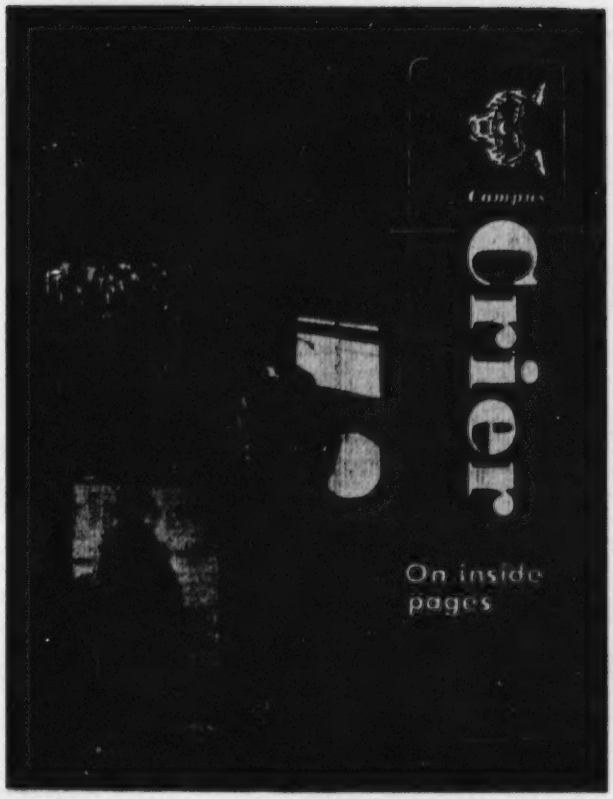
Part IV 100 maximum _____

* may exceed this as indicted earlier.

Judge's comments and constructive criticism:



NEWS-MAGAZINE LOOK for this issue of the **Star** is particularly effective. Reader is invited to read the cover story which begins on page 5.



BLACK BACKGROUND and reverse type with pictures fully described in cutlines is attractive. The inside pages follow the news-magazine format. Notice the flag which has been used on its side.

Basic News-Magazine/PUBLICATION FUNDAMENTALS

COVERS can be photographic, graphic or a combination of both for news-magazines. The cover story type is individualized and has its effectiveness increased by the staff artist.

News-magazine/Publication Fundamentals

Although the news-magazine is not a new concept in treatment, it received its first real impetus in the school press field when the **Anvil** at Memorial High School, Houston, Texas, with Mrs. Elaine H. Pritchett, later named Newspaper Fund Journalism Teacher of the year, as adviser.

Staffs over the years have adapted some of the concepts of the professional news-magazine, but, instead of producing a publication which would justify using the "news-magazine" name, they have produced a mish-mash of newspaper and news-magazine techniques.

Whereas a four-page or six-page news-magazine may be possible, eight pages is a preferable minimum for a publication in this specialized classification.

The news-magazine is more concerned with issues of the day, with feature stories, with creative features (stories, poetry, etc.), in-depth coverage and reviews than with the straight news or sports story. This means that the writing is basically opinion articles. The "how" and the "why" are the important points which are researched and stressed in the articles which are presented. (See feature writing and in-depth articles on page 12.) The three strengths of the news-magazine are: (1) Emphasis on depth in investigating and interpreting; (2) Quality and variety of writing styles; (3) The format is more attractive typographically.

Publications which use eight or more pages usually have on the cover a full bleed picture or at least a three-fourths of a page photograph which is related to the most important story. Graphics are explored and used in new and different ways in order to proclaim or build up the message of the particular issue.

The nameplate is graphically designed and presented on the cover page. The nameplate contains the same information as used for the newspaper: the name of the school, the address including the zip code, and frequently along with the date of issue, the volume and issue number.

The cover also usually features well-designed headlines, descriptive of the content. The headline may feature the article which is generally used as the double truck feature (a double truck is a continuous spread. It may be pages 4 and 5 of an eight page publication, 6 and 7 for a 12 page publication, or 8 and 9 of a 16 page publication). Since the cover demands a large, technically perfect, excellent photograph, staffs with substandard photography should be careful in making the decision about deciding to produce a news-magazine unless they can use other illustrations/graphics.

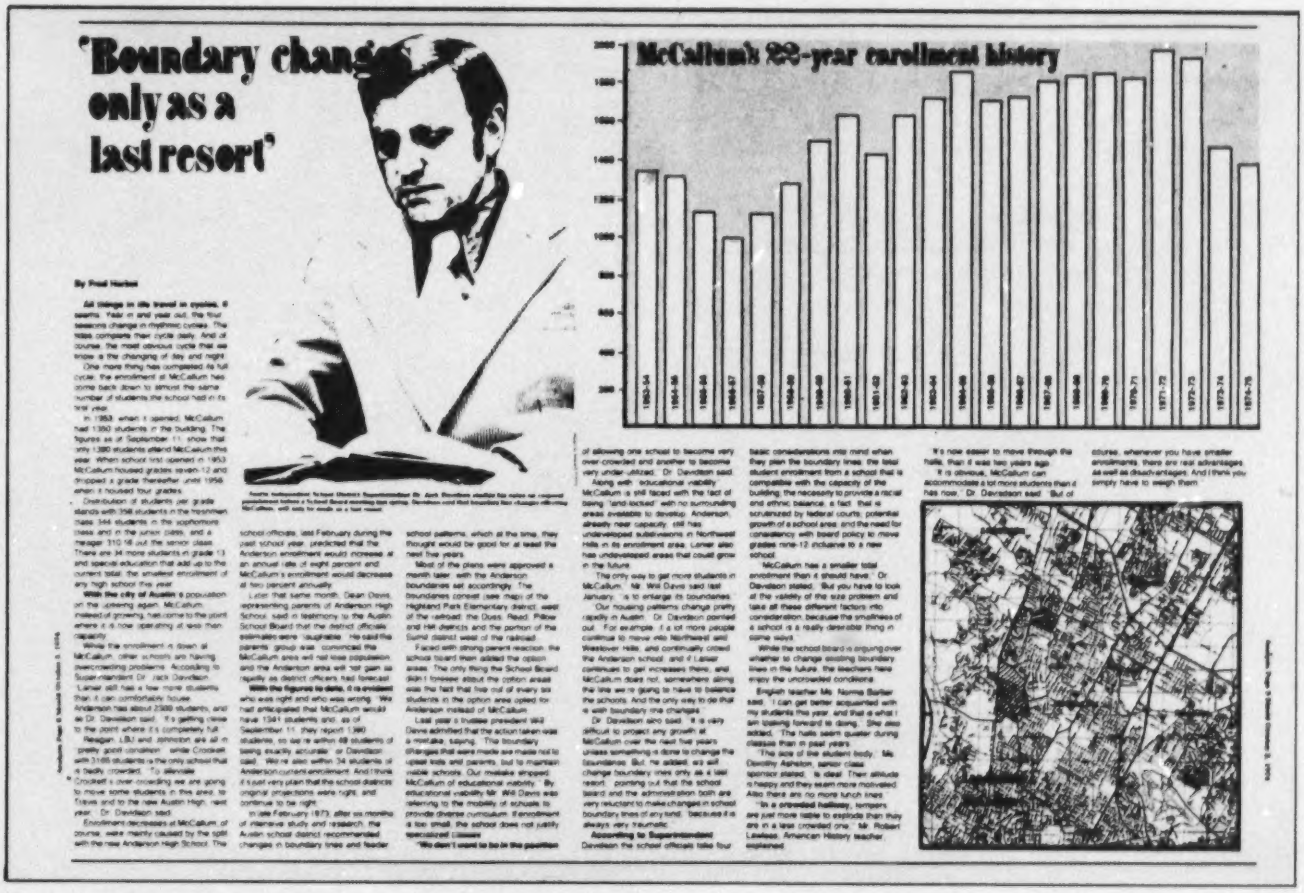
The inside pages generally look different from those of a newspaper. They should be planned not as individual pages, but as double-page spreads as in the yearbook or a magazine. Layout (make-up) here is similar to and has influenced and been influenced by yearbook design which allows for versatility of design and presentation.

Generally there should be a dominant element (an element which is at least two times larger than the next-sized element) on this "spread." There may be a grouping of elements to form one story or there may be a large element for the primary story and a smaller one for an allied presentation. (See **Springboard to Journalism,** page 65.)

"For and against" issues may use a "one and one" technique which equalizes space presentation. Another technique is to cluster stories so that each will receive maximum emphasis.

Mortices, reverses, a lot of white space (or black space for reverse), unusual designs, outstanding type (using the acetate or rub-off varieties) may be used

DOUBLE TRUCK story on the enrollment drop is by-lined. Graphic illustrations, cutlines, and charts all support the in-depth presentation.



'Boundary changes only as a last resort'

McCallum's 22-year enrollment history

to enhance the presentation of material, but there should never be a jumble or hodge-podge look. Staffs must remember that the balance, unity, proportion and contrast requirements for good design apply to news-magazine design.

Staffs may use and should use modern magazines as guidelines for new ways of presenting material. The content of the article(s) demands that the design should proclaim the content. Content of material in the news-magazine should not be confined to a specific design under this rule. (Advisers may consult the **BULLETIN** of the CSPAA for articles on this subject and for design ideas.)

Types may vary in the news-magazine, but a mixture of types should not be used. It tends to confuse the reader. Types should complement each other. The double truck article can, of course, use specialized headline type which will help in proclaiming the content of the article. (Old Western type for an all-West day at school, flowing feminine type for an in-depth study of women's lib, bold heavy headline type for coverage of a sports issue.)

There should be news articles within a news-magazine. These can be placed in a column and entitled "news briefs." A special design can be used to set this column apart from the other articles.

Subheads, large initial letters, bold-facing lead-ins, short paragraphs and the extensive use of white space can be used to break up the gray space of long articles, feature stories and in-depth material. Staffs should study the **National Observer** or **The Christian Science Monitor** and the feature sections of **The New York Times** (Sunday edition) for outstanding feature presentations which can be adapted in the news-magazine style.

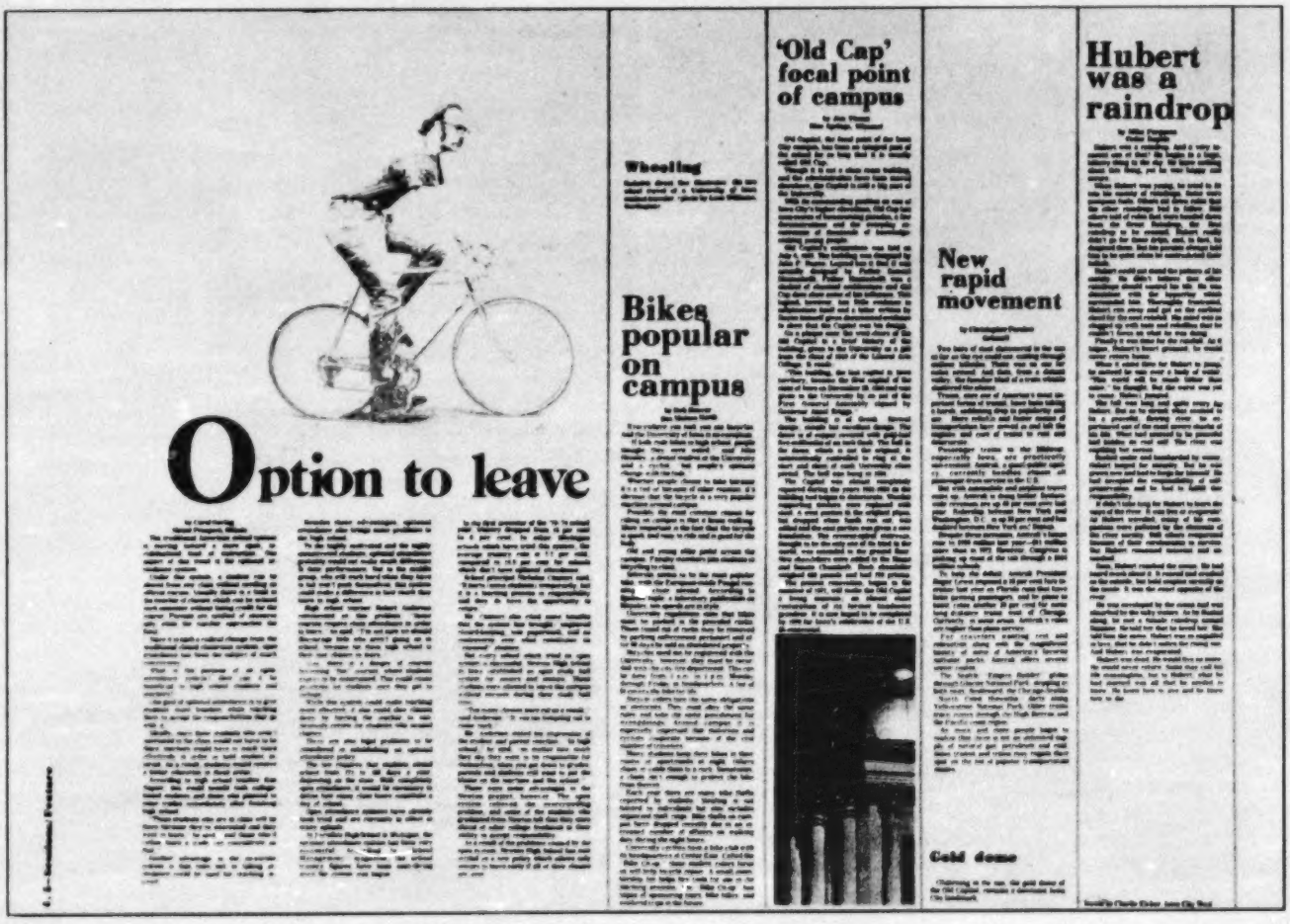
Junior high/Middle/Elementary schools may feature material which might normally have been used

in a literary/art magazine. This is fine, if the guidelines for good make-up have been followed.

Staff members should use CSPA's new publication **Yearbook/PUBLICATIONS FUNDAMENTALS** as a supplement to layout principles and for guidelines which will help in designing pages/spreads. Some suggestions follow:

1. Keep photographic material to the inside of spreads.
2. Keep type elements to the outside of the photo designs.
3. Use type in headlines in 30, 36 or 48 points if the page size merits it.
4. Use alleys (inner margins) of white space so that all elements are separated by equal amounts of white space.
5. Use thin rules to add to the graphic presentation.
6. Use of reverses and gray screens are possible. When used with taste, they can be a "plus" item in design.
7. One picture or graphic element should dominate a spread.
8. When using advertisements, the well style should be used (see advertising under **Fundamentals** page 33).
9. Experiment with column widths, but keep column widths constant for each article.
10. Place notices, calendar of events, and/or statistics in boxes and use as a design item.
11. Type sizes for body copy may vary as widths vary.
12. Design the editorial/opinion page for reader participation
    a. feature editorials in larger type, displayed

DIFFERENT APPROACH to the double truck carries the feature story on 4, and allied ones on page 5. Rules have been used, but the format is not the typical closed or formal one.



screen, boxed, rounded corners of rule tape.

b. allow reader reaction letters to have unusual presentation in order to have more students involved with and become a part of the news-magazine.
c. do not allow ads to appear on this page.

Design is important in the presentation of a news-magazine. Since photography and graphics are needed for a real news-magazine publication, staffs should consider talent, material, money, and availability of good photographs. The news-magazine must, above all, have well-written material. It must follow, therefore, that staff members should be taught how to write news stories before any training is offered on feature and in-depth material.

The masthead, sports coverage, columns and features all follow the same guidelines in the news-magazine as for newspapers (see material covering this in **Newspaper Fundamentals** section).

In addition to **Yearbook/PUBLICATION FUNDAMENTALS,** staffs should also procure copies of CSPA's **Newspaper Fundamentals** for high schools and colleges, and the CSPAA publication edited by Benjamin W. Allnutt, **Springboard to Journalism.**

A √+ indicates superior work; a √ indicates good work; a √— indicates that more work is needed; an X indicates that a real weakness is shown; NA indicates that the question does not apply for this publication. An underline indicates the area of weakness.

WIDE RANGE of sports coverage is a feature of this spread. Notice the feature story and then the briefs about cross country, gymnastics and intramurals.

Part I Presentation/Scope: 200 points

Cover is effective _____ Type is well used _____ Nameplate is prominent _____ Hint of what is on the inside is carried on cover _____ Features are exciting _____ Well handled _____ Well developed _____ Features are timely _____ Content is "normal" to students _____ Features are creative, original _____ Columns are well handled _____ Type is well selected _____ Fits the type of story/feature _____ Photography/art/cartoons are used effectively _____ Editorials are based on news/feature presentation _____ News potential is not neglected _____ Graphics are well handled _____ Sports are appropriately handled according to school policy _____.

200 points _____

Judge's comments and constructive criticism:

Part II Writing/editing: 400 points

Explanatory, background features used to provide detail _____ Maintain fair coverage _____ Controversial issues within school are not neglceted _____ Leads are inviting _____ Varied _____ Colorful _____ Personality sketches used of those "behind-the-scene" as well as those in the "spotlight" _____ Human interest angle stories used_____ Thematic stories provide color (holidays, local celebrations) _____ Reporting shows careful research _____ Knowledge of how to write news stories _____ News stories are brief, but well developed _____ In-depth reporting shows thorough research into the story _____ Interviews add color to stories, used within the stories or separately _____ Headlines show knowledge of how to write feature headlines _____ Cutlines are well handled _____ Answer all reader questions _____ Use colorful lead-ins _____ Editorial writing is clear _____ Crisp _____ Departments well covered _____ Faculty, administration covered _____ Speakers, students activities featured _____ Sports writing is well done _____ Letters to the editor/opinion polls show thorough coverage _____.

400 points _____

Judge's comments and constructive criticism:

43

Part III Make-up: 300 points

Cover uses poster technique _____ Teasers of inside content _____ Fewer stories used _____ More depth of coverage _____ Varied column widths used intelligently _____ Recognizable headline schedule _____ White space used widely _____ Alleys are consistent with column widths _____ Photographs have cutlines near them _____ Dominant element used per page/spread _____ Double Truck takes full advantage of potential _____ Spreads are designed as two page units _____ Designs used reflect content _____ "Well" style used for ads _____.

INSIDE PAGES can be just as attractive as front pages. A calendar of events, a cartoon, contents listing and a number of Letters-to-the Editor help transform the double page spread into an exciting reader-attractor.

Part IV Special Considerations: 100 points

The news-magazine is reviewed as a whole. Creativity in content, photography and the like is considered as well as evidence of outstanding writing. Variety and consistency in design and care and planning in editing are assessed by the results presented to the reader. Also considered are signs of participation by a cross-section of the school and attention to as many interests within the school as possible.

100 points _____

Judge's comments and constructive criticism:

MIMEO newspapers are more graphic than ever, but the primary emphasis is still on the writing—the content and scope of the paper. 60 Seconds stirred up controversy in the school.

Suggestions for Duplicated Publications

COMMAND of journalistic knowledge does not necessarily prove that a prize-winning publication will result, whether it is duplicated or printed. A duplicated newspaper may be as flat as yesterday's uncorked soda. To the **know-how** of staff and command of the materials must be added a spark of inspiration, a dash of imagination and, above all, a liberal supply of enthusiasm. In addition, there must be teamwork. It is doubtful that an English department can produce a Medalist without the aid of the commercial and art departments nor is it probable that a commercial class can do a superlative job without the English and art classes. As far as the departments go, the publication should borrow the motto: "One for all, and all for one."

Materials

THE MATERIALS necessary for producing a duplicated publication follow:

The stencil is made of a fibrous material covered with a waxy substance. When some of this wax is removed or pushed through, ink penetrates the stencil at that point.

The typewriter is used in making an impression on the stencil. Directions for typing stencils may be found with each package of stencils. Electric typewriters are much preferred.

The stylus, a metal-tipped instrument about the size of a pencil, is used for drawing on stencils. The points of the styli vary in sharpness and thickness to make lines of different types.

The duplicator or mimeograph appears in various forms. One type employs a pad-covered, perforated drum which contains a special ink; another, a system of rollers and a silk screen to reproduce what has been typed or drawn on the stencil.

The ink: Each duplicator has inks which are made for that specific machine. The best bet is to consult your dealer as to what types are available. Some companies have a water soluble ink which does not strike through the paper so deeply as other types. There is also an ink for printing on super-calendered paper.

A transparent drawing board may be used for tracing a picture or headline on the stencil. The type of drawing or headline will determine the type of stylus to be used.

The paper: There are many types of mimeograph paper on the market. A fairly rough, soft-finished paper is generally recommended. If the paper has too high a glaze, the ink tends to stay on the surface and will smear easily; if the paper is too soft, the image will not be clear and too much ink will be used.

For best results use a paper of sufficient opacity to keep strike-through to a minimum.

Helpful Suggestions . . .

1. Clean the type frequently while typing. Pay special attention to such letters as "a," "e" and "s."
2. Material laid out in column form should be typed across the page, allowing two spaces between columns. Trouble in following the original copy can be avoided by crossing out each line of "rough" copy as it is typed.
3. Nothing can ruin the appearance of a page so much as a carelessly made correction. For this reason, it is a good idea to have typists practice making corrections first. Just the right pressure on the glass rod will fill in the cut on the stencil so that the correction fluid will varnish it over without sticking to the cushion sheet. Use the fluid sparingly and discard it when it thickens.
4. The page should be so planned that material ends on a definite line at the bottom of every page. Line 56 or 57 is good for letter-size paper. The proper margins can then be easily adjusted by the mimeographer.
5. Variations in page form should be planned ahead. If space is to be left for printed capitals or illustrations, make the arrangement on the dummy sheet—even at the cost of taking more time to type it over.
6. If material is to be run on both sides of the sheet and page numbers are on the top, it is a good idea to have a reminder on the board that odd page numbers are printed on the right and even numbers on the left.
7. Each page should show the name of the publication, the date of issue and the page number.
8. Before taking the finished stencil from the machine, the adviser should have a good proofreader to read it carefully. It is easier to make corrections while the stencil is still on the machine.

Printed and duplicated publications are judged by the same standards as printed publications. Standards of excellence in writing and design do not vary according to method of reproduction.

Newspaper Terms

Often terms are used which are new to staff members. The following terms should be understood by staff members.

agate—type which is about 5½ points.
agate line—measurement used in publication advertising; 1/14th inch deep, 1 column wide. 14 lines equal 1 inch (6 picas).
alley—inner margins of white space separating columns in newspaper pages. Called inner margins in yearbook work.
ascender—part of the letter which rises above the main body or mainline as in "b."
banner—large headline (48 points or more), at least 4 columns wide.
billboard—headline surrounded by unusual amount of white space.
bleed—a printed image (a picture, usually) which extends to the trim edge of the sheet or page. When the page is cut, the picture "bleeds" off (extends off) the page.
blind stamp—generally used on covers. A design which is stamped without ink, giving a bas-relief effect.
bold face—type which is heavier than regular type. See cutline "lead-ins" in this publication.
box—type elements surrounded on four sides by borders or rules.
burnish—to rub down, darken areas; burnishing acetate type causes it to darken and to adhere to the page or cardboard.
bullet—large dot or period. Used for emphasis.
bump—headlines of same size which are placed together and read as one. See tombstone.
by-line—article which carries writer's name at the beginning.
captions—see cutlines.
catchline—line of type, usually 14 or 18 points, between the photo and cutlines. Used to attract reader attention. Usually cleverly written. Corresponds to "lead-in" for captions in yearbooks.
center spread—two continuous pages (as 2 and 3 in a 4 page paper, 4 and 5 in an 8 page paper). Also called double truck.
chimneys—series of pictures used same width in one column—or series of headlines of same width (one column) used above brief news items or stories.
closed format—using rules between columns of type.
condensed type—a narrow or slender type in which height is normal, width is reduced.
copy fitting—used to measure the amount of space that a given amount of typewritten copy will occupy when set in type.
cpp—characters per pica. Number of characters which will occupy one pica. Obtain cpp from the printer for each type size/style used.
crop—to eliminate unwanted portions of a photograph.
cutline—words which paint word pictures; material used to tell the why, who, what, where, when and how of the picture; to point out something the reader may not have noticed. Every picture should have a cutline.
cut—now includes a picture, art work.
deck—used in scholastic journalism to denote more than a one line headline.
descender—portion of letter projecting below the body or mainline as in "p."
double truck—center spread, continuous two pages, allows type (or pix) to be used in what is normally the gutter.
downstyle—capitalizing only the first letter of the first word and proper nouns (in headlines).
ellipsis—using three periods to denote connection between type units.
em—term used to designate the square of any given type size (space). Incorrectly called "pica."
en—one half the width of an em.
extended type—type which is the same height, but letters take up more space in width.
eyebrow—kicker.
face—type style.
finishing line—thin black border around a halftone (picture).
flag—nameplate of the newspaper used on page 1. Display type usually used. Avoid handlettering. Flag may float—move about on the page.
flopping pix—used to make action "head" in the opposite direction. Careful—numbers, names look odd when this is done.
flush left—type set so that the left side is even, the right is not. Used for headlines and may be used for body copy.
folio—page number.
folio lines—name of the newspaper, date and page number. Used in small type to the outside of the pages. New ways of using these allow versatility.
font—all of the characters and spacings of one size of one type face.

■ Why should staffs of offset newspapers have all the fun?

The graphics revolution has spread to the mimeographed newspaper, and nowhere has it been more needed.

Problems the adviser of the mimeographed publication thought she was forced by economic necessity to live with—such as huge areas of gray copy, drawings resembling "connect-the-dots" puzzles, and poorly lettered headlines — can be eliminated. Now it is possible to use photographs, line cuts, boxes, screens, spot color and varied typefaces to transform "blah"

Using Graphics in Mimeographed Newspapers

By Cheryl Beckley
Former Adviser
Boone Grove High School
Boone Grove, Indiana

newspapers into visually exciting ones at moderate cost.

First, the adviser should get acquainted with the materials she has to work with. Availability will vary according to locality, but most business supply stores stock many of the following kinds of stencils:

1) All purpose - intended for typing and which gives long runs.

2) Specially-coated — highly suitable for drawing and lettering with stylus (also used for typing).

3) Thermal — fiber-like texture where copy and drawings are transferred to stencil when it and the original are run through a thermal photocopier.

4) Electronic — plastic with its images of copy, drawings and photographs transferred electronically to the stencil.

Although most modern mimeograph machines will print from any of these types, it is advisable to tell the salesperson the make and model number of the one the staff uses before deciding.

If the newspaper must be produced the least expensive way, choose stencils 1) and 2). Then invest in a Mimeoscope and several kinds of styli, perhaps.

A Mimeoscope is an illuminated tracing table with a glass top exactly the size of a stencil. Before placing the drawing under the stencil, sketch an actual-size layout of the page. Tape the drawing or lettering to the layout and cover it with the writing plate provided with the Mimeoscope. Over this, place the film portion of the stencil. (The backing sheet is pushed into a slot and hangs down out of the way.) All of this is then clamped down to hold the stencil firmly in position.

The stylus is a pen designed to scrape the coating off the stencil without tearing a hole in it. Wire loop styli come in tips of varying widths, depending on the type of solid line wanted. Move the stylus slowly, allowing the thinnest part of the loop to move along the line. Press hard enough to make a clear, white line, and never pull it sideways. Most illustrations use the wire loop stylus.

When very fine or short, curved lines are needed, the ball point stylus is used. Hold it almost vertically and press down firmly, moving the hand from the tip of a line inward to its junction with another.

Shading effects — used to give depth to cartoons, create shadows behind letters, or enhance the nameplate or a display ad — are achieved by using a screen plate and a screen plate stylus.

The screen plate is a piece of plastic with a "raised-all-over" pattern on one side. This is placed under the stencil, pattern side up. By rubbing the stencil firmly and evenly in a circular motion with the stylus, the pattern is transferred onto the film.

Another use of the Mimeoscope is to position the dummy under the stencil as described (above). Using correction fluid, which will not affect the stencil's performance in any way, outline blocks of copy. When the stencil is in the typewriter, the task of positioning the copy on the page will be much easier.

Lettering guides are plastic templates which have openings in the shape of letters and numerals. Use them for headlines. (For best results, trace around the guides with the styli that are made for them.)

Although the styli decrease the risk of tearing the stencil, there is always the possibility this will happen. Probably it is best to draw on the stencil first, and then add the copy.

Beware of dotted or solid folio lines that go all the way across the page. Either omit that type of folio line or insert the stencil into the typewriter upside down. When the stencil is attached to the mimeographed machine, it will not rip apart at the line because less strain will be placed on the line.

Anyone who has had a stencil tear on the machine or on the Mimeoscope will see the distinct advantage of using thermal and electronic stencils. With both of these processes, drawings, body type and headlines are printed on the stencil in one process.

Bold headlines and "line cuts" usually come out clearly in the thermal process, but typewritten copy may not do as well. If the ribbon is worn or the typist has an uneven touch (electric typewriters are really the best for any type of mimeograph work), a good image will not be produced. If the publication department's typewriter can use a film-base ribbon, this will give the best reproduction possible for the thermal stencil.

As thermal stencils do not pick up good photographic images, photographs must be pasted up separately and either offset plates or electronic stencils made from them. The printer who makes the plates could run off a specified number, which the staff would then feed into the mimeograph machine for the copy run. This would probably be unnecessary, however, since at little or no extra cost the printer could print both copy and photographs on the same run.

The electronic stencil is closest to the offset method. A paste-up of the page is placed on a cylinder in a machine which transmits the image onto a stencil.

Because the paste-up must go onto a cylinder, each piece of copy or art is attached to a backing sheet with a dab of rubber cement. Here the boxes with rounded corners, the transfer and acetate-type letters, line cuts and photographs can be used effectively.

Photographs must have a great deal of contrast to show up. If they are lacking in good tonal quality and might require a different machine setting than the rest of the paste-up, they could be mounted on a different piece of paper in exactly the spots where they would appear. Then, two runs would be needed for the same page.

Another method, which cuts costs a little more, prescribes pasting all the photographs onto one piece of paper. Then a hole is cut in the stencil and one of the pictures is set in and affixed with stencil cement. If this method is tried, the hole must be well-sealed all the way around, and extra care must be taken to get it set straight on the page.

Spot color can be "painted" onto certain parts of the stencil, according to instructions provided by the mimeograph machine's manufacturer. When used effectively, color can dress up the nameplate, set off headlines or play up a certain story.

These general instructions were mainly intended to "wake up" the adviser of the mimeographed newspaper from a possible "twenty-year nap."

Although the basic process is the same as two decades ago, advisers should be aware that newspapers can be just as attractive and innovative as the offset newspaper — and at a fraction of the production costs. □

Reprinted with permission
March 1975 CSPAA Bulletin,
J. F. Paschal, editor

ormat—the shape, size, type area, margins, columns of the newspaper.

alley proof—a proof of type settings.

host—gray screening a photograph.

Gothic type—type without serifs (This copy is set in type without serifs. It is Gothic.)

utter—margins between pages which face.

airline—very thin rule used in newspapers.

alftone—commonly a photograph— reproduction of continuous tone artwork. Image is formed by dots.

anging indentation—used for headline. Second and third lines are indented the same amount at the left.

headline schedule—all headlines used in the newspaper.

identification line—used under a portrait.

italics—Roman type which slants to the right.

jump head—headline used above continued part of a story.

kicker—small head (above regular headline) about ½ point size of main headline. May or may not be underlined or hairlined. Also called an eyebrow.

label headline—usually one word or a phrase. Can be used to identify a continuing column. Should not be used for main headline (Football).

lead in—first words of cutline to interest reader. May be set in bold face or italic type or may use all caps.

leading—space between lines of type. Usually 1 point between 8, 9, and 10 point type.

leads—first words of story or paragraph.

logo—special type as in flag (nameplate) or in ads (Coca Cola, Holiday Inn, Earth Shoes, all of which have distinctive type for reader identification).

makeup—style of placing all elements on the pages of a newspaper. Called layout or design for yearbooks/magazines.

masthead—information about the newspaper (name of paper, school, address, city, state, zip, volume, issue, publisher, staff listing and positions). This is not the flag or nameplate.
mortise—cut-out area of picture so that type or another pic is placed within the cut-out area.
nameplate—flag—name of the newspaper used in display type on page 1.
open format—alleys are used instead of rules between columns of type.
overprint (overburn)—to print on white or gray areas of pictures.
pica—unit of measure. One inch equals 6 picas. Also one pica equals 12 points.
point—unit of measurement of type vertically. One inch equals 72 points. One pica equals 12 points.
pyramid—advertising style.
reverse—printing in which type appears as white on black background.
Roman type—type with thin and broader strokes and serifs.
rule—lines which are less ornate than borders.
sans serifs—without serifs (Gothic type).
serif—small strokes at the end of main strokes of letters (See CSPA on cover).
set-tight—minimize space between words.
silhouette—picture which is "cut-out"—all background material has been removed. Can also be screen for a special effect.
skyline—headline which is at top of page one. Usually without body copy (small type directs reader to inside story or feature).
set solid—type set without leading between lines.
streamer—see banner headline.
subhead—may be used to break up long columns of copy.
tombstone—headlines side by side so that they read together as one.
well ads—"U" shape of ads on a page. Editorial matter comes between the left and right arms of the square "U."

Helpful Publications

Advertising

Nelson, Roy Paul. **The Design of Advertising.** Dubuque: William C. Brown, 2nd Ed. 1973.
Wright, John S., Daniel S. Warner, and Willis I. Winter. **Advertising.** 3rd ed. New York: McGraw Hill, 1971.

Business

Rucker, Frank and Herbert Williams. **Newspaper Organization and Management.** 3rd ed. Ames: Iowa State University Press, 1969.

Cartooning

Nelson, Roy P. **Fell's Guide to the Art of Cartooning.** New York: Frederick Fell, 1966.

Design/Make-up

Arnold, Edmund C. **Modern Newspaper Design.** New York: Harper and Row, 1969.
Click, J. W. and R. N. Baird. **Magazine Editing and Production.** Dubuque, Iowa: William C. Brown, 1974.
Nelson, Roy Paul. **Publication Design.** Dubuque: William C. Brown, 1972.
Turnbull, Arthur and Russell Baird. **The Graphcis of Communication: Typography, Layout, and Design.** 3rd ed. New York: Holt, Rinehart, and Winston, 1975.
White, Jan V., **Editing by Design.** New York: R. R. Bowker Co., 1974.

Editing and Layout

Baskette, Floyd K. and Jack Z. Sissors. **The Art of Editing.** Riverside, N. J.: Macmillan, 1971.
Gilmore, Gene and Robert Root. **Modern Newspaper Editing.** Berkeley: Glendessary Press (2512 Grove, 94704), 1971.

Editorials

Waldrop, Gayle. **Editor and Editorial Writer.** 3rd ed. Dubuque: William C. Brown, 1967.

Features

Duffy, Thomas G. **Let's Write A Feature.** Columbia, Missouri: Lucas, 1969.

Law

Gillmor, Donald and Jerome Barron. **Mass Communication Law: Cases and Comment.** St. Paul: West Publishing Co., 1969.
Phelps, Robert and E. Douglas Hamilton. **Libel: Rights, Risks, and Responsibilities.** New York: Macmillan, 1969.

Mechanics and Typography

Arnold, Edmund C. **Ink On Paper 2.** New York: Harper and Row, 1972.

Photography

Davis, Phil. **Photography.** Dubuque, Iowa; William C. Brown, 1972.
Hurley, Gerald D. and Angus MacDougall. **Visual Impact in Print.** Chicago: American Publishers Press, 1971.
Milton, John. **The Writer-Photographer.** Philadelphia: Chilton, 1972.
Rhode, Robert B. and Floyd H. McCall. **Introduction to Photography.** 2nd ed. New York: Macmillan, 1971.
Rothstein, Arthur. **Photojournalism: Pictures for Magazines and Newspapers.** 3rd ed. Philadelphia: Chilton, 1974.

Policy

Gross, Gerald, ed. **The Responsibility of the Press.** New York: Simon and Schuster, 1969.

Reporting

Allnutt, Benjamin W. **Springboard to Journalism.** New York: Columbia Scholastic Press Advisers Association, 1973. (Complete text, guidebook)
Bush, Chilton R. **Newswriting and Reporting Public Affairs.** 2nd ed. Philadelphia: Chilton, 1970.
Campbell, L. E. **Teachers are Newsmakers.** Iowa City, Ia.: Quill & Scroll, 1969.
Hohenberg, John. **The Professional Journalist.** 2nd ed. New York: Holt, Rinehart, and Winston, 1969.
MacDougall, Curtis. **Interpretative Reporting.** 6th ed. New York: Harper and Row, 1972.
Sherwood, Hugh C. **The Journalistic Interview.** New York: Harper and Row, 1969.

Scholastic Publications

McGiffin, Vida B. and L. L. Suprunowicz. **Guidelines for Creative Yearbook Journalists.** Algonac, Mich.: National Yearbook Publications, Inc., 1974.
Paschal, J. F. **Newspaper Fundamentals.** New York: CSPA, 1974.
Ross, Billy I. and Ralph Sellmeyer. **School Publications: A Guidebook.** Boston: Allyn and Bacon, Inc., 1974.
Savedge, C. E. and J. W. Click. **Yearbook Fundamentals.** New York: CSPA, 1975.
Savedge, C. E. **Yearbook/PUBLICATION FUNDAMENTALS.** New York: CSPA, 1975.

Sports

Gelfand, Lou and Harry E. Heath. **Modern Sportswriting.** 2nd ed. Ames: Iowa State University Press, 1969.

Stylebook/Style

CSPA **Stylebook.** New York: Columbia Scholastic Press Association, 1971.
Quill and Scroll **Stylebook.** Iowa City, Iowa: Quill and Scroll, 1970.
Howe, James. **The Making of Style.** Philadelphia: Chilton, 1972.
Ronan, Franklin. **A Policy Guide and Stylebook for Yearbook Staffs.** Fraser, Mich.: National Yearbook Publications, 1971.

Teaching/Advising

Garcia, Mario. **The (New) Adviser.** New York: Columbia Scholastic Press Advisers Association, 1974.
Matlock, C. Marshall, ed. **Helpful Hints for the Journalism Teacher and Publication Adviser.** Minneapolis: Journalism Education Association, University of Minnesota, 1972.

Journalism Magazines

Articles of considerable help to the journalism teacher-adviser and students can be found in professional as well as scholastic magazines.

Bulletin, published quarterly by the Columbia Scholastic Press Advisers Association. Box 11, Central Mail Room, Columbia University, New York, New York 10027.

Communication: Journalism Education Today, published quarterly by the Journalism Education Association. 147 Tomahawk Tr., Shabbona, Ill. 60550.

Quill and Scroll, published quarterly by the Quill and Scroll Foundation. School of Journalism, University of Iowa, Iowa City, Iowa 52242.

Scholastic Editor/Graphics Communication, published monthly September through May. 720 Washington, S.E., Minneapolis, Minn. 55455.

School Press Review, published monthly October through May. Box 11, Central Mail Room, Columbia University, New York, New York 10027.

Scholastic Press Associations

Columbia Scholastic Press Association, Box 11, Central Mail Room, Columbia University, New York, New York 10027.

Future Journalists of America, 860 Van Vleet Oval, Room 101, Norman, Ok. 73069.

National Scholastic Press Association, 720 Washington, S.E., Minneapolis, Minnesota 55455.

Quill and Scroll, International Honor Society for High School Journalists, University of Iowa, Iowa City, Iowa 52242.

Southern Interscholastic Press Association, College of Journalism, University of South Carolina, Columbia, S. C. 29208.

DISCIPLINED MAKE-UP is attractive. Notice here the emphasis on material in the upper left corner—and the diagonal which ends with the boxed "Looking Ahead."

BLUE AND GOLD

OFFICIAL PONCA CITY EAST JUNIOR HIGH PUBLICATION

PONCA CITY, OKLAHOMA, THURSDAY, APRIL 26, 1974

Terrie Johnson Wins State Prize In Elks Lodge Essay Contest

Nine-A-Day To Be May 10

Spring Sing To Be Held

New Course Offers Outdoor Education

East Students Cast In Playhouse Production

Sixth Graders to Visit

Gymnast April Kiwanian

LOOKING AHEAD

Impeachment Now!

For five years, a man incapable of ruling Disneyland has been in the oval office. It is now up to Congress to begin impeachment proceedings.

Why impeachment? First of all, it is preposterous to assume that a man, power crazed as Mr. Nixon is, will resign. And more important, the United States cannot afford to have this man in office and blemish the face of the U.S. any longer. He has done quite enough damage already.

Ask yourself, can we afford to have as a President a man who withholds and then tampers with evidence for a grand jury investigation, then gives us a story anyone with an I.Q. of 2 or more couldn't possibly swallow? A man whose re-election committee was funded largely by illegal contributions? A man who would stoop so low as to wiretap his own brother's phone? A man who pays no taxes but gets $100,000 refunds? A man who uses the taxpayers' money toward the improvement of his own personal property? Can we afford to have as President a man who won the office by bugging his opponents' headquarters and by playing dirty tricks? A man who first refuses to hand in evidence to a grand jury and then says some of it doesn't even exist?

Richard Milhaus Nixon is an insult to the intelligence of the United States of America. He must be impeached.

Swift Words and Scenes
Agnes Zarkadas
Swift Elementary School

Show falls to bad organization

Plagued by lack of organization and too few rehearsals, the Talent Show, originally scheduled for Feb. 28 and March 1, then rescheduled for a later date, was finally cancelled.

The show was first postponed until a student-faculty committee, consisting of five students and five faculty members, could view the show and determine if it had the organization and talent to be shown. The committee viewed the show on March 1 and said that they felt that it "had enough going for it" so it was rescheduled for March 7-8, on the condition that there were three dress rehearsals involving the entire cast and technical crew.

Not enough of the cast and crew attended the rehearsals and the talent show "was no more organized than it had been the week before," according to faculty adviser Tom Roberts. Since the committee's conditions were not met the show was cancelled.

The Scribe
Debbie McCabe
Madison Junior High School

Students Hop on Bandwagon With Newly-Formed Streaking Club

A streak a week is the theme for the new Streaking Club which was started recently by P.E. Coach Terry Scott. The new club meets every Thursday after school from 3:30 to 5:00 and is growing in popularity every week.

"I started the club because I had numerous requests from boys to streak during their P.E. classes," stated Coach Scott.

The club is principally a track and field activity. The only difference is that the boys get to soak in some sun at the same time they're competing.

"On one week we run long distance, which includes a new one and one eighth mile course through the 100, 200, 300, and 400 halls. And on the following week we run sprints and field events, including the hurdles, high jump, and the shot put," Coach Scott explained. "And then we alternate accordingly from there.

The all-boys club has been going so well that the girls have been asking Mrs. Linda Gump to start a streaking club for them. Mrs. Gump says that she plans to start a club but has made no definite plans at presstime.

"I feel it's swell for the kids to go out and do their own thing," commented Principal Paul Williamson. "And technically, it's very healthy," he added.

There is only one thing that Mr. Williamson insists on: every member of the club must wear some kind of footwear because it's against the school dress code to go barefoot on campus.

Star
Richard Rodriguez
David Starr Jordan Junior High School

(April Fools Day)

Summary Comments or Notes

How CSPA rates publications

Publications are rated according to the classification checked on the entry form submitted with the publication. Classification is determined by the type of publication and type of school.

Self-analysis questions on the back of the entry form ask for information to provide the Board of Judges enough background to understand the school and the circumstances that pertain to publishing the newspaper or news-magazine.

Placings in the contest are based on these numerical scores:

First Place	850-1000	Third Place	500-699
Second Place	700-849	Fourth Place	below 500

Medalist rating is granted publications selected from First Place ratings for special qualities evident to the judge, characterized as the personality, spirit, or creative excellence of the entry. No specific score is attached to this rating and not more than 10 per cent of the entries in a classification receive Medalist except in unusual circumstances.

Trendsetter Awards are made to those Medalist publications of unusual merit, those which are setting a trend in scholastic journalism. All publications except Elementary publications entered in the critical service are eligible for citations as All-Columbian Honors for special merit in Heads, News Stories, Editorials, Sports, Features, Creative Literary Work, Advertising, Photography, Graphics and Investigative Reporting.

Each publication is judged on its own merits without regard to previous standing in the contest. The Board of Judges attempts to provide constructive criticism and suggestions for improvement in the space available for comments.

Both a Judge's Workbook and Your Scorebook

Because judges use this book for scoring the paper, erasures and revisions of figures and notations are understandable. In case of obvious mathematical or mechanical errors, ratings will be corrected. Only when released by CSPA is a rating official. The decision of the Board of Judges is final.

Acknowledgments

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